

Educational Services

Newly Qualified Teacher Handbook 2020-2021



Welcome to South Ayrshire

We hope your time with us will be happy and profitable one for you.

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Chief Executive: Eileen Howat
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Section 1: South Ayrshire Council

Educational Services – Roles and Responsibilities

DIRECTOR - PEOPLE

ROLES AND RESPONSIBILITIES

 <p>Douglas Hutchison Depute Chief Executive and Director - People</p> <p>F18, County Buildings PA: Liz Duncan Tel: 01292 612234</p>	<ul style="list-style-type: none"> • Libraries, Arts, Culture, Sports and Leisure • Community Engagement • Community Learning and Development • Community Safety • Corporate and Community Planning and Improvement • Housing Policy and Strategy • Internal Audit • Education Curriculum, Qualifications, Assessment and Additional Support Needs • Education Quality Improvement and Service Planning • Active Schools • Education management and school resources and support services • Early Years and Childcare • Public Affairs
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Education in South Ayrshire

South Ayrshire Council is responsible for all educational services within its area.

South Ayrshire's primary schools cater for around 8000 pupils and vary widely in size with pupil numbers ranging from 20 to over 500 (approximately). We are committed to raising standards and quality of provision, ensuring the curriculum provides deep, sustained and valuable learning experiences for pupils in all sectors. All schools in South Ayrshire are associated with a secondary school and the sectors work in partnership to provide continuity, depth, relevance, progression and effective joint working across children's services.

In the secondary sector, South Ayrshire provides education for around 7000 young people aged from 12-18 in 8 schools. Students are offered a wide range of courses enabling them to proceed to employment, further education and higher education. In recent years schools in South Ayrshire have established effective links with Ayrshire College to provide an extensive range of additional vocational courses for our students.

All children in South Ayrshire have statutory entitlement to 600 hrs of funded early learning and childcare from the week after their 3rd birthday. This also applies to eligible 2 year olds.

Some of our Early Years Centres are delivering the increased entitlement to 1140 hrs of early learning and childcare. Children can either attend one of our local authority early years centres or one of the 13 funded providers who are in partnership with South Ayrshire Council.

Many individual pupils attending South Ayrshire schools receive specialist support in certain aspects of their education. A range of central services such as Pupil Support, the Bilingual Support Service and the Music Instructor Service provides this. South Ayrshire Council also maintains an Outdoor Centre, the Dolphin House within Culzean Country Park. Community, Learning and Development and the provision of libraries, leisure facilities and museums are all included within the People Directorate.

Schools in South Ayrshire are complemented by central support services. The Curriculum and Service Improvement Section deals with curriculum and staff development and assists schools in the process of evaluation and improvement.

Educational administration is based in County Buildings, Ayr. It supports schools in such matters as Cleaning and Janitation, Finance, Property and Human Resources, as well as dealing with the requirements of individual students for school transport, Education Maintenance Allowance and footwear and clothing grants.

South Ayrshire Council works closely with all its educational establishments to ensure that a high quality of education is provided and that all children and young people are helped to realise their full potential.

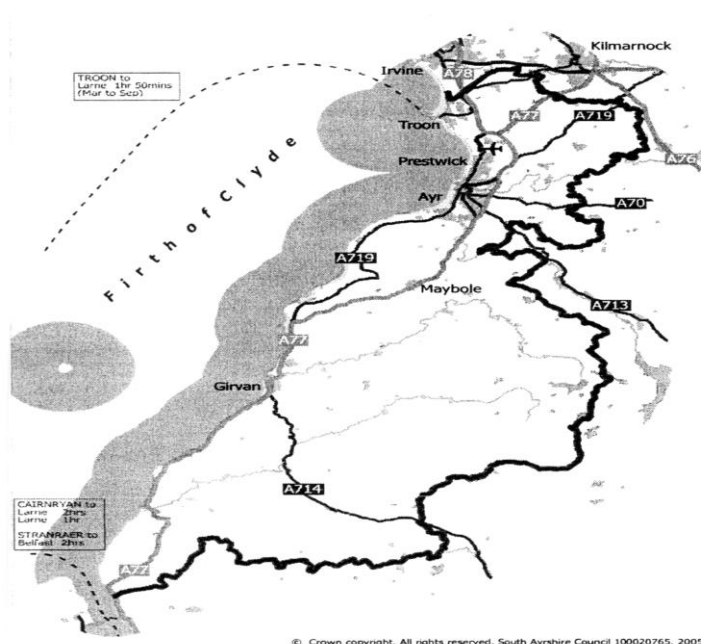
There are 2 Additional Support Need Schools within South Ayrshire Council for pupils who require additional support to meet their needs.

MAP and General Information

South Ayrshire is situated in the south west of Scotland, and covers an area of 422 square miles (1,222 square km) extending from Troon and Symington in the north to Ballantrae and Loch Ryan in the south. The area includes the towns of Ayr, Prestwick, Troon, Maybole and Girvan, together with an extensive rural area containing many small, often remote villages.

It is an attractive area, with a mix of agricultural land, woodlands and forests, and a long coastline, complementing its centres of population. The area is steeped in history and culture, together with a wide range of leisure and sporting facilities. There are numerous golf courses including the world famous Royal Troon and Turnberry.

South Ayrshire has good road, rail, air and sea communication including Prestwick International Airport which is linked to an electrified rail system and dedicated rail station.



Individual schools maps can be found on the South Ayrshire website at

www.south-ayrshire.gov.uk

From the home page, click “Contact” top right on the page. Click “Contact a school”, then select the sector you will work in e.g. primary, secondary. This will list the schools, click on the school you have been assigned to for the next year. On this page you can access details about your school, including a map.

School Contact

Secondary School	Phone	Associated Primary and Special Schools	Head Teacher	Address	Town	Postal Code	Phone
Ayr Academy, University Avenue, AYR KA8 0SZ Head Teacher Laura Traynor	01292 612028	Coylton Primary School	Fiona Donnelly	Main Road	COYLTON	KA6 6JP	01292 612491
		Newton Primary School	Fiona McAvoy	Russell Drive	AYR	KA8 1JJ	01292 612714
		Dalmilling Primary School	Jodie Thomson	Harthall	AYR	KA8 0PP	01292 612736
		Annbank Primary School	Karen Butchart	Annbank Road	MOSSBLOWN	KA6 5DZ	01292 612493
Belmont Academy Nursery Rd, AYR, KA7 2PG Head Teacher: Tracy Stewart	01292 612054	Alloway Primary School	Karen Butler	Doonholm Road	AYR	KA7 4QQ	01292 612490
		Tarbolton Primary School	Jacqueline Blair	Montgomerie Street	TARBOLTON	KA5 5QA	01292 612152
		Holmston Primary School	Richard Hardy	Holmston Road	AYR	KA7 3BB	01292 612705
		Kincaidston Primary School	Ian Sturgeon	Cranesbill Court	AYR	KA7 3YN	01292 612492
		Doonfoot Primary School	Caroline Connell	Abbot's Way	AYR	KA7 4HJ	01292 612702
		Southcraig Campus	Jane Gordon	Belmont Avenue	AYR	KA7 2ND	01292 612146
		Braehead Primary School	Robert McPherson	Gould Street	AYR	KA8 9PJ	01292 612713
Carrick Academy, Kirkoswald Road, MAYBOLE KA19 8BP Head Teacher: Shona Stevens	01655 882389	Cairn Primary School	Acting Sarah Flint	Kirkland Street	MAYBOLE	KA19 7HD	01655 883292
		Crosshill Primary School	Wendy Rigg	Carrick Drive	CROSSHILL	KA19 7RH	01655 740291
		Fisherton Primary School	Leanne Campbell	Ayr Road	DUNURE	KA7 4LQ	01292 612049
		Gardenrose Primary School	Louise Morrison	Gardenrose Path	MAYBOLE	KA19 8BH	01655 885804

		Kirkmichael Primary School	Liz Candlish	Woodside Avenue	KIRKMICHAEL	KA19 7PP	01655 885805
		Maidens Primary School	Leanne Campbell	Shanter Road	MAIDENS	KA26 9NL	01655 885806
		Minishant Primary School	Wendy Rigg	Minishant	MAYBOLE	KA19 8ET	01292 612144
		Straiton Primary School	Liz Candlish	Newton Stewart Road	STRAITON	KA19 7NN	01655 885808
Girvan Academy, The Avenue, GIRVAN KA26 9DW Head Teacher: Elaine Harrigan	01465 716816	Ballantrae Primary School	Yvonne Templeton	Shellknowe	BALLANTRAE	KA26 0NH	01465 716803
		Barr Primary School	Paula Murphy	Changue Road, Barr	GIRVAN	KA26 9TT	01465 716804
		Barrhill Primary School	Paula Murphy	Barrhill	GIRVAN	KA26 0PP	01465 716805
		Colmonell Primary School	Yvonne Templeton	Colmonell	GIRVAN	KA26 0RY	01465 716806
		Dailly Primary School	Acting Andrew Hislop	Main Street	DAILLY	KA26 9SB	01465 716807
		Girvan Primary School	Gayle Ferguson	Wesley Road	GIRVAN	KA26 9AQ	01465 885804
		Invergarven School	Julie McManus	15 Henrietta Street	GIRVAN	KA26 9AL	01465 716808
Kyle Academy Overmills Road, AYR KA7 3LR Head Teacher: Mary Byrne	01292 612338	Forehill Primary School	David Watson	Cessnock Place	AYR	KA7 3JU	01292 712338
		Grammar Primary School	Gail Gilbert	Midton Road	AYR	KA7 2SF	01292 712489
Marr College, Dundonald Road TROON KA10 7AB Acting Head Teacher: George Dochery	01292 690022	Barassie Primary School	Acting Julie Fleming	Burnfoot Road	TROON	KA10 6UQ	01292 690072
		Dundonald Primary School	Fiona Paterson	Castle Drive	DUNDONALD	KA2 9EP	01292 690075
		Muirhead Primary School	June Stefani	Buchan Road	TROON	KA10 7BT	01292 690033
		Struthers Primary School	Gail McKellar	Staffin Road	TROON	KA10 7JB	01292 690073

		Troon Primary School	Aileen Roan	Barassie Street	TROON	KA10 6LX	01292 690069
Prestwick Academy Newdykes Rd, PRESTWICK, KA9 2LB	01292 477121	Glenburn Primary School	Linda Cairns	Sherwood Road	PRESTWICK	KA9 1EY	01292 473452
		Heathfield Primary School	Gaenor Hardy	Heathfield Road	AYR	KA8 9DR	01292 612123
		Kingcase Primary School	Elaine McKechnie	Nursery Avenue	PRESTWICK	KA9 2DG	01292 473451
		Monkton Primary School	Karen Miller	Station Road	MONKTON	KA9 2PH	01292 473456
		Symington Primary School	Maria Galt	Brewlands Road	SYMINGTON	KA10 5QZ	01292 690074
Head Teacher: Mark Anderson							
Queen Margaret Academy Dalmellington Road AYR, KA7 3TL	01292 612020	Sacred Heart Primary School	Mark Ingram	Henrietta Street	GIRVAN	KA26 9AW	01465 716809
		St Cuthbert's Primary School	Mark Ingram	Kirkland Street	MAYBOLE	KA19 7HD	01655 885807
		St John's Primary School	Louise Gray	Whitletts Road	AYR	KA8 0JB	01292 612711
		St Ninian's Primary School	Jacqueline McPeake	Adamton Road North	PRESTWICK	KA9 2LJ	01292 473457
		St Patrick's Primary School	Lynsey May	Academy Street	TROON	KA10 6HR	01292 690070
Head Teacher: Oonagh Browne							

Section 2: Personnel Information

Useful Authority Contacts

Educational Services

Depute Chief Executive and Director- People: Douglas Hutchison

Kate MacDonald, Quality Improvement Officer (Probation Manager for NQTs)

Tel: 01292 612512

E-mail: kate.macdonald@south-ayrshire.gov.uk

Karen McKay, Education Support Officer (Secondary enquiries)

Tel : 01292 612238

E-mail : Karen.McKay@south-ayrshire.gov.uk

Yvonne McCormick, Education Support Officer (Primary enquiries)

Tel : 01292 612050

Email : Yvonne.mccormick@south-ayrshire.gov.uk

Steven McCulloch, Administrative Assistant, CPD Section

Tel : 01292 612786

Email : cpdsection@south-ayrshire.gov.uk

Iain Spencer, Facilitator for Secondary NQT Professional Learning

Base: Marr College

Tel: 01292 690022

Email: iain.spencer@south-ayrshire.gov.uk

Siobhan Semple, Facilitator for Secondary NQT Professional Learning

Base: Kyle Academy

Tel: 01292 612338

Email: Siobhan.semple@south-ayrshire.gov.uk

Colin Moncrieff, Facilitator for Secondary NQT Professional Learning

Base: Marr College

Tel: 01292 690022

Email: Colin.moncrieff@south-ayrshire.gov.uk

Lynsey Livingstone, Facilitator for Primary NQT Professional Learning

Base: Heathfield Primary School

Tel: 01292 612123

Email: Lynsey.livingstone2@south-ayrshire.gov.uk

Key People in the Induction Scheme

There are a number of key people who are fundamental to the induction experience. Each has their own role and set of responsibilities:

Supporter/Mentor

Your in-school supporter is a key figure in your development as a probationer, acting as your primary support within the school. Supporters have a responsibility for helping you decide on your initial Professional Learning experiences and providing you with regular support and feedback.

They are expected to:

- get to know you professionally and personally
- create an open, supportive and challenging climate for discussion
- coordinate and manage your CLPL/Professional Learning experiences
- monitor and evaluate progress through observed teaching sessions
- ensure that opportunities are provided to address your professional learning needs
- provide pastoral support
- oversee the development, implementation and review of your action plans and probationer profile
- encourage you to reflect on your teaching and evaluate pupils learning
- complete, in conjunction with the HT, the October mid-term report (paper version), your interim and final profile
- liaise with the local authority probation manager

Head Teacher

The Head Teacher works in conjunction with the probation manager and the supporter to ensure that arrangements are in place for supporting your placement.

Their role includes:

- ensuring that you have the opportunity of a varied teaching commitment
- enabling you and your supporter to have time to discuss progress, ensuring access to appropriate Professional Learning experiences
- completing, in conjunction with your supporter, your interim and final profiles

Your placement school

The school is expected to provide you with the following information:

- school aims and values
- routines and administration arrangements
- school policies and procedures
- resources and facilities
- school's own induction programme
- staff list
- health and safety information
- extracurricular activities
- parental partnership

Local Authority Probation Manager

Kate MacDonald, Quality Improvement Officer, is the Probation Manager for South Ayrshire. Her responsibilities include:

- Organising the Professional Learning Programme for NQTs
- Ensuring that interim and final profiles are completed and submitted to GTCS
- Liaise with school supporters and GTCS
- Facilitate an induction event to outline the requirements of your probation year

During session 2020-21 she will be supported by 4 experienced supporters to deliver the Professional Learning Programme for NQTs:

Iain Spencer and Colin Moncrieff from Marr College and Siobhan Semple from Kyle Academy will be supporting the programme for Secondary NQTs and Lynsey Livingstone from Heathfield Primary School will be supporting the programme for Primary NQTs.

General Teaching Council Scotland

GTCS is an independent regulatory body whose role is to ensure that Scotland's high standards of education are maintained and developed. They have a responsibility for managing the probation service and ultimately deciding if you are awarded full registration.

They support NQTs by:

- collaborating with local authorities to ensure a consistent experience for all NQTs across Scotland
- constantly reviewing the probation process to ensure the needs of all involved are being met
- providing guidance through the GTCS website and contact with the Professional Learning and Development Department

Equality and Diversity

As NQTs, and fully registered teachers, we should all strive to promote equality and diversity to ensure everyone is treated with respect and that individual differences are valued.

- Equality is about ensuring that everyone has equal opportunity, and some are not treated differently to others, due to their protected characteristics which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Diversity is about recognising, respecting, and valuing peoples' differences and placing a positive emphasis on those differences.

It is the responsibility of all colleagues in schools to promote and facilitate a culture and ethos of equality and diversity through our professional practice and conduct. In doing so teachers align with the expectations of the Equality Act 2010 and the Education (Additional Support for Learning) (Scotland) Act 2009 which set out the legal requirements to protect people from discrimination, harassment and victimisation and for the provision of additional support for learning. **Inequality against those with one, or more, protected characteristic must be addressed and prevented.**

To help prevent inequality, we must consider bias. Bias is when people either show an inclination or favouritism towards or prejudice and discrimination against one person or group of people. Bias can be conscious and deliberate and/ or unconscious. Unconscious biases are established through our different backgrounds and lived experiences and affect our behaviours and our everyday interactions. They are learned stereotypes that we default to without giving them thought or consideration. Regardless of whether our bias is conscious or unconscious, we should be prepared to challenge and question our own biases and those of others.

Resources to explore unconscious bias can currently be found on GTCS website <http://www.gtcs.org.uk/professional-update/prd-local-authorities-employers.aspx> - these resources may move into the GTC Equality and Diversity Hub at the start of session 20-21

What to do if you witness or experience discrimination

Discrimination, harassment, victimisation or bullying of any kind should not be tolerated. You should become familiar with South Ayrshire's policy on Equality at Work Policy, and as a result know what to do and who to contact if you are experiencing any type of discrimination, harassment, victimisation or bullying yourself, or if you have witnessed those behaviours towards others.

If you should feel you need immediate support, please do not hesitate to contact your line manager, NQT facilitator, NQT manager or the Human Resources department.

Further South Ayrshire Council supports:

- Counselling services via Occupational Health
- SAC Equality Officer Geraldine.mcgivern@south-ayrshire.gov.uk
- SAC COAST on-line modules: [Equality & Diversity](#)

Further professional learning about Equality and Diversity can be found at <http://www.gtcs.org.uk/equality-diversity-resource> in GTC Scotland's Equality and Diversity Hub. The Hub contains a Professional Guide on Equality and Diversity, two professional learning modules, and a variety of other professional learning resources.

National Teacher Induction Scheme 2020-2021

TERMS OF TRAINING AGREEMENT

1. DATE OF COMMENCEMENT

The training placement is for one school session from 11 August 2020 until 25 June 2021. At the end of this placement on 25 June 2021 there is no right to continued employment with South Ayrshire Council.

2. GTCS REGISTRATION

Placement is subject to provisional registration with the General Teaching Council for Scotland and evidence of registration requires to be provided.

3. MOBILITY/TRANSFER

Probationers will be expected to make satisfactory progress in meeting the standard for full registration with the General Teaching Council. If there is clear evidence that this is not the case, South Ayrshire Council reserves the right to take appropriate action which may include changing the location of the placement.

4. SALARY AND METHOD OF PAYMENT

Salary will be as agreed by the Scottish Negotiating Committee for Teachers and entrants to the scheme will be placed on Point 0 of the Main Grade Scale, which is as follows:

August 2020	£27,498
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For administrative and payroll purposes payment will be by Credit Transfer in monthly instalments. Salary will accrue at a daily rate of 1/235ths of annual salary. First payment of salary to be paid 27th August 2020 with final payment being made on 26th August 2021.

In the unlikely event of any overpayments being made to you in error, these will be recovered directly from your pay after consultation with you, and if necessary, your trade union. Similarly, repayment of any underpayments will be made directly into your pay. It is essential to notify your Head Teacher immediately if you suspect any error in payment whether this is an under or overpayment.

Preference Waiver Payments

If you are entitled to the Preference Waiver Payment you will receive £8000 for a Secondary placement and £6000 for Primary, as long as you complete your placement in South Ayrshire.

The payment will be made in three instalments, subject to tax and national insurance, on the following dates:

August 2020	January 2021	April 2021
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5. HOURS OF WORK

- (a) The Teacher Induction Scheme 2020-21 will correspond with the working year for teachers and will normally consist of 195 placement days.
- (b) In accordance with the terms of the SNCT agreement “A Teaching Profession for the 21st Century” hours will be as follows:
- i) 35 hours per week under the overall direction of the Head Teacher
 - ii) The maximum class contact time during your placement will be:

18 hours (0.8FTE)	(Primary)
18 hours (0.8FTE)	(Secondary)

Primary NQTs:

- The whole of the 0.8FTE will normally be spent with one class. Where this is not possible, at least 80% of your timetable (0.55FTE) should be spent in one class.

Secondary NQTs:

- Whether you are qualified in one or two subjects, you will have been allocated to a school on the basis of one of your subjects. Your timetable should be equivalent to 0.8FTE. Where this is not possible, at least 80% of the timetable (0.55FTE) should be spent in the allocated subject.
- Where the second subject has been included in the timetable this should be to a maximum of 0.15FTE
- There should also be as full a spread of classes as possible across the year groups and include a significant element of classes pursuing National Qualifications.
 - (ii) The remaining time shall be available for preparation and correction (a minimum of 33.3% of actual class contact time), meetings with your supporter, professional development, and a range of other activities agreed at school level.
 - (iv) An additional contractual 35 hours of CPD per annum has been introduced for all teachers, including probationer teachers participating in Teacher Induction Scheme. Teachers will work towards, but not be expected to meet the full commitment until August 2021.

6. LEAVE ON TERMINATION OF PLACEMENT

If the placement is terminated before completion, leave entitlement shall be the number of days leave calculated in accordance with the table below less the number of days leave already received. Where a probationer who, at the date of leaving employment, has taken more leave than the accrued entitlement the Council may recover a day's pay for each day taken in excess of the accrued entitlement.

Where a placement is terminated for reasons other than gross misconduct or incompetence, teachers will be granted the balance of accrued holiday entitlement before the date of termination unless, at the instance of the authority or through unavoidable circumstances, such leave cannot be granted. If the balance of leave cannot be taken, one day's pay (1/235ths of annual salary) for each day of unused accrued leave will be paid.

Completed months of placement	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Jul 21
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Leave entitlement in days	2.46	6.36	10.05	14.36	17.44	21.54	25.23	29.54	31.8	35.9	40	40
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The annual leave entitlement is inclusive of statutory leave entitlement.

7. EXTENSION TO TRAINING PLACEMENT

If a probationer is unable to achieve the standard for full registration in the period 11 August 2020 – 25 June 2021 there can be no guarantee of an extension to the placement with South Ayrshire Council. The probationary requirement to meet the Standards for Registration would have to be completed through working in a temporary capacity as a teacher. The probationer would be responsible for arranging this themselves. South Ayrshire Council would be under no obligation to provide suitable temporary teaching work.

8. ABSENCE DUE TO SICKNESS OR INJURY

There will be entitlement to certain statutory benefits during absence due to sickness or injury. To qualify for the Authority's Sickness Allowance scheme a period of 18 weeks continuous service must have been completed.

There will also be a requirement to comply with the Authority's absence reporting procedures as outlined overleaf:

- To qualify for sickness allowances, probationers must notify the Head Teacher of any absence, including the likely reason and likely length, as soon as possible, and not later than 1 hour after the normal commencement of work.
- If an absence continues to a fourth day, the Head Teacher must be notified of the continuing absence and whether the period of absence is likely to continue beyond a seventh day. Where this is the case, a self-certification form will be sent for completion and return.
- If an absence lasts for a total of 7 days or less, self-certification form must be completed on return to work.
- If an absence extends beyond 7 days, a statement of fitness for work must be obtained from a medical practitioner for the period of absence concerned.
- On return to work after an absence, a return to work discussion will be undertaken by the Head Teacher.
- If the Director-People considers it necessary, there may be requirement to submit to a medical examination by the Council's Occupational Health Adviser.
- Attendance Review Meetings will be held where a more formal discussion about an absence/absence record is required.

The Council's policy requires the Council, managers and employees to take a proactive approach to attendance at work. The objective of the policy is to deliver quality cost-effective services by maximising and motivating employee attendance, and, by doing so, this will have a benefit to the Council its employees and its customers.

The Teacher Induction Scheme is a concentrated training programme. Significant absence will affect ability to achieve the Standard for Full Registration during the guaranteed placement year. Discussions about future options will take place if anyone is unable to complete the 2020-21 programme, due to sickness absence.

9. FAMILY LEAVE

Pregnant women are entitled to maternity leave. Depending on eligibility they may also be entitled to receive Statutory Maternity Pay or Maternity Allowance. Full details on maternity leave and pay can be obtained from Human Resources.

Details of all other family leave is contained within the SNCT Handbook of Conditions of Service or available from Human Resources.

The Teacher Induction Scheme is a concentrated training programme. Significant absence will affect ability to achieve the Standard for Full Registration during the guaranteed placement year. Discussions about future options will take place if anyone is unable to complete the 2020-21 programme, due to family leave.

10. NOTICE REQUIREMENTS

To terminate the training agreement, a minimum period of four weeks' notice in writing is required by either side.

11. SUPERANNUATION ARRANGEMENTS

Probationers will be subject to the provisions of the Scottish Teachers' Superannuation Scheme and will contribute to the scheme at the appropriate rate. Probationers will automatically be taken into the scheme.

Should you require further information on the Scheme or information on opting out of the Scheme, please contact the Scottish Public Pensions Agency, 7 Tweedside Park, Tweedbank, Galashiels, TD1 3TE or telephone 01896-893000 for further information.

A contracting-out certificate, in accordance with Part III of the Pensions Schemes Act 1993 is in force as regards the Scottish Teachers' Superannuation Scheme and therefore in respect of the employment category into which you fall.

12. GRIEVANCE PROCEDURES

If anyone has a grievance relating to their experience within a placement, they should notify their Head Teacher and the QIO with responsibility of Probation Manager.

Details of the grievance procedures may be obtained from any of the authority's educational establishments or from Human Resources.

13. DISCIPLINARY PROCEDURES

Probationers will be subject to the terms and conditions of South Ayrshire Council's disciplinary policy for teachers throughout the period of the placement. Details of the disciplinary procedures may be obtained from any educational establishment or from Human Resources.

14. EQUAL OPPORTUNITIES

The Council is an Equal Opportunities employer and our Equality at Work policy aims to tackle all forms of discrimination and remove any barriers that affect the way disadvantaged groups and individuals get access to opportunities. We want to ensure that all parts of Council policy, from the way we deliver services to the way we employ people, meet legal requirements and best practice standards.

We are committed to tackling all forms of unfair discrimination, including age, disability, gender, race, sexual orientation and religion or belief. We will regularly monitor and report on the effectiveness of our policy and review services to ensure that we meet our objectives.

Full details of the policy are available from Human Resources.

15. COLLECTIVE BARGAINING

This authority supports the system of collective bargaining in every way and believes in the principle of solving industrial relations problems by discussion and agreement. For practical purposes this can only be conducted by representatives of the employers and of employees. If collective bargaining of this kind is to continue and improve for the benefit of both, it is considered desirable that teachers' organisations should be fully representative. Authorities are associated with other local authorities represented on the national negotiating bodies dealing with teachers' salaries and conditions. It is equally sensible for probationers to be in membership of an organisation representing them on the appropriate negotiating bodies (national and local) and they are encouraged to do so.

16. TRAVEL AND SUBSISTENCE

Travelling and subsistence expenses incurred while on official duty will be reimbursed in accordance with the Travel & Subsistence Policy. Full details are available in each of the Authority's educational establishments or from Human Resources.

17. CHANGE OF HOME ADDRESS/TELEPHONE NUMBER

Any alteration to your home address and/or telephone number must be notified to Human Resources. Please ensure that you also update details on your MyGTCS profile.

18. DATA PROTECTION

The Data Protection Act 2018 ensures the protection of individuals whose personal data is held or processed by the Council. As an employee of the Council, you may have access to personal information in the course of your duties. In terms of the Act, you are bound to process all personal information fairly and lawfully and in accordance with the statutory rights of the individual. You must ensure that no personal information is disclosed unless a legitimate right of access exists. If you are unsure as to the correct method of dealing with a request for personal information, you should seek the advice of your Head Teacher. Under no circumstances should you disclose personal information unless either you are satisfied that a legitimate right of access exists or your Head Teacher has authorised the disclosure.

19. OTHER TERMS AND CONDITIONS

All other terms and conditions appropriate to the National Teacher Induction Scheme will be as contained within the SNCT Handbook of Conditions of Service.
http://www.snct.org.uk/wiki/index.php?title=Main_Page

Locally agreed policies and procedures applicable to teaching staff can be found on the Council's intranet in the form of management circulars and other policies issued by South Ayrshire Council.

Particular attention should be paid to the GTCS Code of Professionalism and Conduct, South Ayrshire Code of Conduct, Equality at Work Policy and the department's Health and Safety policy.

20. CHANGES TO TRAINING AGREEMENT

Any further changes to this training agreement will be notified to you in writing or by such other method as deemed appropriate. Any other queries with your training agreement should be raised with the Head Teacher in the first instance.

School Calendar

SOUTH AYRSHIRE COUNCIL
Educational Services
Approved School Holiday Arrangements – 2020-21

Term	Break	Dates of Attendance			Cumulative Working Days
First	Mid Term	Teachers (Inservice)	Tues	11 Aug 2020	90
		Pupils return	Wed	12 Aug 2020	
		<i>local holiday</i>	Fri	18 Sept 2020	
		<i>local holiday</i>	Mon	21 Sept 2020	
		Close	Fri	9 Oct 2020	
		Teachers (Inservice)	Mon	19 Oct 2020	
		Teachers (Inservice)	Tues	20 Oct 2020	
Re-open (Pupils)	Wed	21 Oct 2020			
		Close	Wed	23 Dec 2020	
Second	Mid Term	Re-open	Wed	6 Jan 2021	147
		Close	Fri	12 Feb 2021	
		<i>local holiday</i>	Mon	15 Feb 2021	
		Teachers (Inservice)	Mon	22 Feb 2021	
		Re-open (Pupils)	Tues	23 Feb 2021	
		Close	Thurs	1 Apr 2021	
Third	May Day	Re-open	Mon	19 Apr 2021	195
		Close	Mon	3 May 2021	
		Teachers (Inservice)	Wed	5 May 2021	
		Re-open (Pupils)	Thurs	6 May 2021	
		Close	Fri	7 May 2021	
		<i>local holiday</i>	Mon	31 May 2021	
		Re-open	Tues	1 June 2021	
Close	Fri	25 Jun 2021			

Section 3: The Teacher Induction Scheme

What is the Teacher Induction Scheme?

The Teacher Induction Scheme (TIS) provides a guaranteed one year training post to every eligible student graduating with a teaching qualification from one of Scotland's universities.

GTC Scotland, in partnership with the Scottish Government Education Department, is responsible for the administration of the scheme.

The scheme is not compulsory; you can choose to follow the Flexible Route instead. The Teacher induction Scheme allows probationer teachers to be considered for full registration within one school year (190 teaching days). It offers a number of benefits, including:

- a maximum class contact time of 0.8 full time equivalent
- dedicated time set aside for Professional Learning
- access to an experienced teacher for support throughout the induction year

The Probation Process

Your induction year should follow a structured process. Each part of this process is a building block in developing your probation profile, which you will use to evidence that you are meeting the Standards for Registration. All information gathered should be documented in your profile.

August to December

Your first task is to set up an initial supporter meeting. At this meeting you should draw up an action plan for your professional development and also select an initial focus for your CLPL.

Minimum requirements during this period:

- 1 entry in each IPDAP area
- 12 Supporter/Mentor meetings
- 5 Observed Teaching Sessions
- 2 entries in each of the 3 CLPL areas
- 1 entry in each Professional Development Action Plan (PDAP) area

October mid-term Report

In addition to the ongoing completion of your online profile, your Supporter and Head Teacher will be asked to submit a mid-term report (paper copy) to Kate MacDonald, QIO at the end of September. The purpose of this report is to ensure that all involved in your placement are aware of your progress. Should there be any cause for concern which may lead to your progress not being evaluated as 'Satisfactory' in December, it should be noted on the report. This will ensure you know of any areas which require particular focus and any relevant support strategies which would be put in place. This report should be seen as an 'early alert' system.

Obviously should there be a concern at this point, it will have been highlighted previously under the 'Key Issues' and 'Actions to be taken' sections of the Supporter Meeting Minutes. If the mid-term report raises issues which are considered a cause for concern your supporter will request a meeting for you both with Kate MacDonald, QIO to discuss how best to support your progress.

QIO Pastoral Visits

The QIO for your school will make a short pastoral visit at some point between August and December to check that all aspects of your placement are going well.

School Clusters (Secondary and associated primary schools)	Quality Improvement Officer
Ayr, Kyle & Girvan	Gavin Pitt
Prestwick, QMA & Marr	Kate MacDonald
Belmont & Carrick	Lynn Crossan

The TIS profiles are completed on-line and are accessed through the GTC Scotland website (www.gtcs.org.uk)

Access to the Online Profile system is through your MyGTCS login, found in the top right hand corner of the website. Your profile is the key document that charts the activities and progress of a Probationer teacher. Your profile is submitted in two stages:

Interim Profile Completion

All of the information and evidence gathered from August to December will form the basis of your interim profile. The date for submission is Friday 4th December 2020.

If your recommendation is 'Satisfactory' you will be given access to your final profile. If the recommendation is 'Unsatisfactory' or 'Cause for Concern', you will be given access to a second interim profile which should be completed and submitted at Easter. (Friday 19 March 2021) You will then be given access to your final profile.

- The probationer teacher and supporter/mentor should each retain a hard copy of the interim profile.
- If the interim profile is evaluated as 'giving cause for concern' or 'unsatisfactory', your supporter will request a meeting for you both with Kate MacDonald, QIO to discuss how best to support your progress.

Timelines and Guidance for the Completion of On-line Profiles

January to June

You will continue documenting your personal development for the second part of the year using your probation profile.

Minimum requirements during this period:

Interim 2 (for progress identified in Interim 1 as CC or U) covers a shorter period (January – end March)

- Following the pattern of a weekly Supporter/Mentor meeting there should be approximately 10 meetings to record
- Following the pattern of the Observation 3 weekly cycle there should be approximately 3 observed teaching sessions to record

Final profile following Interim 2 (April – June)

- Following the pattern of a weekly Supporter/Mentor meeting there should be approximately 6 meetings to record
- Following the pattern of the Observation 3 weekly cycle there should be approximately 2 observed teaching sessions to record
- You will have to complete the same minimum requirement for CPD

Final Profile (January – June)

- Following the pattern of a weekly Supporter/Mentor meeting there should be no fewer than 12 meetings to record
- There should be a minimum of 4 observed teaching sessions to record
- There must be a minimum of 2 entries within each of the 3 Professional areas

IPDAP

- The Probationer and Supporter/Mentor should discuss the Probationer's Initial Teacher Education (ITE) profile to identify the initial focus points for professional development between the period August to December. There must be at least 1 item recorded under each of the 3 areas of the SFR before the IPDAP can be submitted

PDAP

- The Professional Development Action Plan (PDAP) should be completed in the same way as the IPDAP using the information for the Key Strengths and Areas for Development instead of the ITE profile. As for the IPDAP there should be at least 1 entry within each of the 3 Professional areas of the SFR

CPD

- CPD is recorded against the 3 Professional areas of the SFR – Professional Knowledge and Understanding. Professional Skills & Abilities and Professional Values & Personal Development. There must be a minimum of 2 entries within each of the 3 Professional areas when each profile is submitted. The CPD should only record experiences from the period that the profile covers

You have the responsibility to maintain a record of your progress throughout your year; this is done by completing your on-line profile on the GTCS website. You, your Mentor (and school regent in Secondary schools), the Head Teacher and Kate MacDonald, QIO will have access to these.

Final Profiles

The Final Profile should be completed and returned by the NQT, Supporter/Mentor and Head Teacher and returned to the QIO **no later than 28th May 2021**. The Final Profile should indicate clearly whether a recommendation is being made for:

- Full registration. If this is the recommendation, certificates for full registration will be sent out by mid July 2021. **OR**
- An extension to provisional registration. If this is the recommendation, the following documentation should be completed by the school and forwarded to Kate MacDonald, QIO:
 - ✓ Case overview report
 - ✓ Any additional relevant referenced information not contained within the profiles.

An extension can be made on the following grounds:

- Health extension – the Probationer would need to extend their time for the same period of time they have been absent (0.7 FTE).
- Competence extension – the Probationer would need to complete an additional 12 weeks (0.9 FTE).
- Competence/Health extension – the Probationer would then complete a minimum of 12 weeks or the length of absence.

A probationer has the right to appeal against a decision to extend their provisional registration. All appeals will go to a panel made up of members from the Professional Standards Committee which will be held in June 2021.

- Cancellation of registration. If this is the recommendation, the following documentation should be completed by the school and forwarded to Kate MacDonald, QIO.
 - ✓ Case overview report
 - ✓ Any additional relevant referenced information not contained within the profiles. An example of these could be:

Copies of the following:

- ✓ Agendas and notes from all Supporter/Mentor meetings held between August 2020 and June 2021.
- ✓ Records of the observed sessions from August 2020 to June 2021.
- ✓ Records of additional help and support that has been given by staff within the school and staff from South Ayrshire Council.
- ✓ Any additional information the Supporter/Mentor has kept during this term.

All recommendations for cancellation will go to a Panel made up of members from the Professional standards committee which will meet in June 2021.

The NQT, Supporter/Mentor and Head Teacher should each retain a hard copy of the Final Profile and the documentation submitted with the profile.

Important Information

A probationer teacher 'signs' a profile to indicate that he/she has read the profile and the contents have been discussed. This does not mean that the probationer necessarily agrees with the content.

Further information on how the GTCS deals with extensions and cancellations can be found on their website at <http://www.in2teaching.org.uk/teacher-induction-scheme/tis-extensions-and-cancellations.aspx>

The GTCS staff are always willing to advise on any matters relating to probation issues. If you require any further information please do not hesitate to contact:

The Professional Learning and Development Department

Name	Position	Telephone	e-mail
John Adams	Senior Manager, Operations, ERPL	0131 314 6038	john.adams@gtcs.org.uk
Elaine Napier	Senior Education Officer, Early Career and PL	0131 314 6047	elaine.napier@gtcs.org.uk
David Graham	Senior Education Officer, PL	0131 314 6012	david.graham@gtcs.org.uk
Cecilia Nunn	Administrator	0131 314 6088	cecilia.nunn@gtcs.org.uk

October Mid - Term Report (paper submission only)

The purpose of this report is to ensure that all involved are aware of progress of an individual to date. Should there be any cause for concern which may lead to that probationer's development not being recommended as 'Satisfactory' in December, it should be noted on the form below. In this way, the probationer will know in which area/s s/he has to concentrate in particular and support strategies will be put in place. This report should be seen as an 'early alert' system.

Obviously should there be a concern at this point, it will have been highlighted previously under the 'Key Issues' and 'Actions to be taken' sections of the Supporter Meeting Minutes. Within this should be evidence of strategies by which to address the difficulty. The latter will continue to feature prominently until the issue is resolved. Should an 'Unsatisfactory' Interim Profile follow, a second Interim Profile will be required by the G.T.C.S. in March.

Standard for Full Registration

Probationer's progress towards a 'Satisfactory' recommendation
Based on progress to date, it is the feeling of relevant school staff that

_____ (Probationer's name):

- is on target for a 'Satisfactory' recommendation in December
- still has an important issue/s to address and, if unsuccessful in doing so by December, will be given an 'U' recommendation. The issue/s which are giving rise to concern are within the Professional Standard/s of

1)

2)

3)

Probationer: _____ Signed: _____

Supporter: _____ Signed: _____

Head Teacher: _____ Signed: _____

Date: _____

Please return to Kate MacDonald, QIO, County Buildings, Wellington Square, Ayr by 30th September 2020

Section 4: The Standards for Registration

The Standards for Registration

Mandatory Requirements for Registration with the General Teaching Council for Scotland

Contents

The Standards for Registration

Introduction

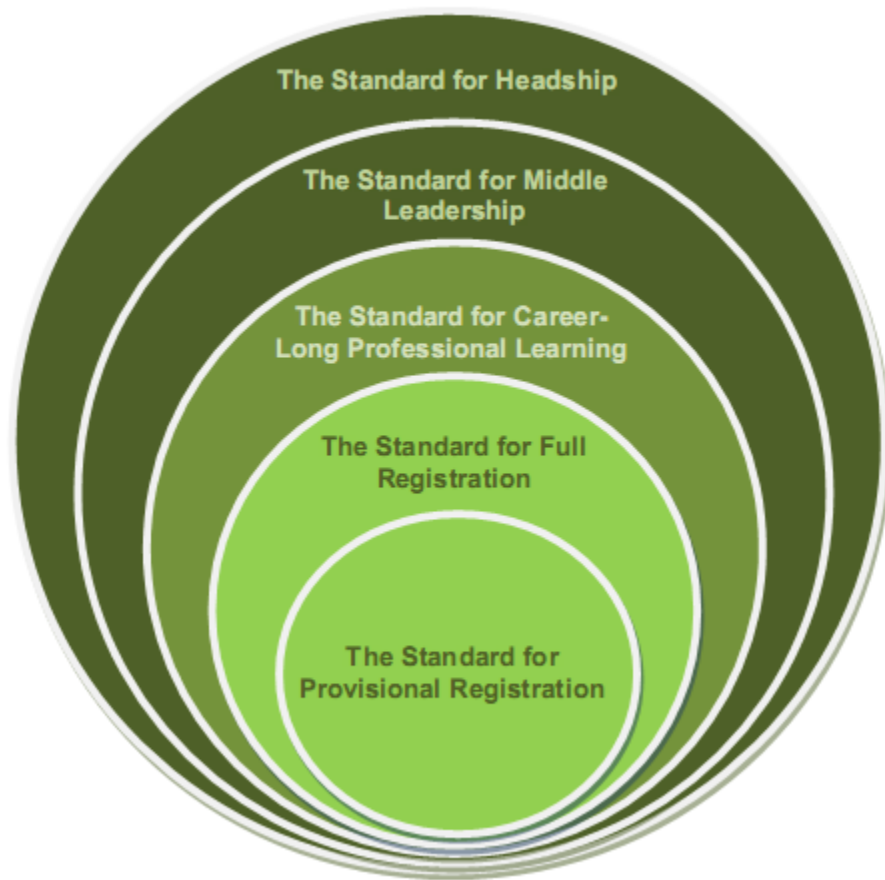
1. Professional Values and Personal Commitment

2. Professional Knowledge and Understanding

- 2.1 Curriculum
- 2.2 Education Systems and Professional Responsibilities
- 2.3 Pedagogical Theories and Practice

3. Professional Skills and Abilities

- 3.1 Teaching and Learning
- 3.2 Classroom Organisation and Management
- 3.3 Pupil Assessment
- 3.4 Professional Reflection and Communication



Introduction

The Standard for Provisional Registration (SPR) and The Standard for Full Registration (SFR) are part of the suite of GTC Scotland's Professional Standards which also includes The Standard for Career-Long Professional Learning and The Standards for Leadership and Management. These standards are underpinned by the themes of values, sustainability and leadership. Professional values are at the core of the Standards for Registration. They are integral to, and demonstrate through, all our professional relationships and practices.

'Learning for Sustainability' is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standards for Registration to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners. The Standards for Registration include a focus on leadership for learning.

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland. Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration. The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. It must therefore constitute standards of capability in relation to teaching (with such reasonable adjustments as may be required under Equalities Legislation) in which learners, parents, the profession itself and the wider community can have confidence.

The scope of this document is limited to defining the SPR and SFR and does not address in detail how judgements will or should be made. It is not intended that the Professional Actions should be used as a checklist. In broad terms, the person reviewing the work of the teacher needs to be reassured that the capabilities described by the professional standard are achieved. Where it is thought that further development is needed, the Professional Actions provide a focus for what needs to be done.

Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. The Standard for Career-Long Professional Learning has been developed to support teachers choosing to reflect on this standard as part of their professional learning. As they progress through their careers this Standard will help them to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

- ❖ a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
- ❖ a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
- ❖ a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers;
- ❖ a baseline standard of professional competence which applies to teachers throughout their careers.



Elements of all the standards are organised into inter-related categories with Professional Values and Personal Commitment at the heart.

These elements are inherently linked to each other in the development of teachers, and one aspect does not exist independently of the others. It is this inter-relationship among all the categories which develops a teacher's understanding, practice and professionalism.

During this early phase, there should be clear evidence of the development and consolidation of knowledge, understanding, skills and abilities.

The standards can be viewed in full here: <http://www.gtcs.org.uk/professional-standards/professional-standards.aspx>

Extract from Standards for Registration

2. Professional Knowledge and Understanding

2.1 Curriculum

Professional Standard	Illustration of Professional Actions	Examples of Evidence
2.1.1 Registered teachers have knowledge and understanding of the nature of the curriculum and its development.	<ul style="list-style-type: none"> • have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place; • have secure working knowledge and detailed understanding of the processes of change and development in the curriculum; • know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries. 	<ul style="list-style-type: none"> • Classroom observation/feedback on curriculum – subject/stage taught. • Notes on planning/departmental meeting with stage/subject colleagues. • Forward plans and lesson plan folders.
2.1.2 onwards – SEE NEXT PAGE		<ul style="list-style-type: none"> • Feedback on planning. <p>continued over</p>

2.1 Curriculum

continued

Professional Standard	Illustration of Professional Actions	Examples of Evidence
2.1.2 Registered teachers have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum.	<ul style="list-style-type: none"> • have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance; • know how to match and apply the level of the curricular areas to the needs of all learners; • know how to use, design and adapt materials for learning and teaching which stimulate, support and challenge all learners; • know how to work collaboratively with colleagues to facilitate interdisciplinary learning; • know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability. 	<ul style="list-style-type: none"> • School inservice training. Working group agendas and minutes. • Lesson plan demonstrating how knowledge of a current development may be integrated into teaching and learning. • Written notes on shadowing /participation in social education/health education issues. • Samples of pupil work.
2.1.3 Registered teachers have secure knowledge and understanding of planning coherent and progressive teaching programmes.	<ul style="list-style-type: none"> • know how to plan systematically for effective teaching and learning across different contexts and experiences; • have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners; • understand their role as leaders of curriculum development. 	<ul style="list-style-type: none"> • Use of ICT. • Forward plans/lesson plan folders demonstrating connections with other curriculum areas, subjects and stages. <p>continued over</p>
2.1.4 onwards – SEE NEXT PAGE		

2.1 Curriculum

continued

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>2.1.4 Registered teachers have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.</p>	<ul style="list-style-type: none"> • know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners and demonstrate a commitment to raising all learners' expectations of themselves; • have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; • have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance learning and teaching; • have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; • have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners needs; • have secure knowledge of current educational priorities such as learning for sustainability. 	<ul style="list-style-type: none"> • Shadowing notes on observation of other stages/subjects, etc. • Oral reports/comparisons on visits to other schools and educational establishments. • Portfolio self-evaluations on above. • Self-evaluation on curriculum knowledge. • Forward plan/lesson plan folders. • Evidence of involvement in interdisciplinary learning.
<p>2.1.5 Registered teachers have knowledge and understanding of the principles of assessment, recording and reporting.</p>	<ul style="list-style-type: none"> • know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process; • have extensive knowledge and secure understanding of the principles of assessment, methods of recording assessment info, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports; • have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning; • have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies. 	

2.2 Education Systems and Professional Responsibilities

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>2.2.1 Registered teachers have knowledge and understanding of the principal features of the education system, educational policy and practice.</p>	<ul style="list-style-type: none"> • have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning; • have an understanding of current, relevant legislation and guidance such the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; • have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities. 	<ul style="list-style-type: none"> • Professional Learning record of attendance at Child Protection course, GIRFEC training, Equalities training etc, and evaluation of these. • Agenda/action plan notes showing discussion re authority policies and priorities. • Notes on familiarisation/involvement in school development planning.
<p>2.2.2 Registered teachers have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them.</p>	<ul style="list-style-type: none"> • have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice; • have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers; • understand the importance of making a commitment to the distinctive ethos in all areas of the learning community; • have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations. 	

2.3 Pedagogical Theories and Practice

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>2.3.1 Registered teachers have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.</p>	<ul style="list-style-type: none"> • have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs; • have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning; • have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice 	<ul style="list-style-type: none"> • Agenda/action plan notes illustrating discussions on classroom choices (management, class, group, etc), forward planning, shadowing opportunities. • Written evaluations from forward plans. • Agenda/action plan notes illustrating discussion of impact of professional development. • Discussion relating student research to practice in new context.
<p>2.3.2 Registered teachers have knowledge and understanding of the importance of research and engagement in professional enquiry.</p>	<ul style="list-style-type: none"> • know how to access and apply relevant findings from educational research; • know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning 	<ul style="list-style-type: none"> • Report on small-scale action research. • Reflective report on Action Research Professional Learning.

3. Professional Skills and Abilities

3.1 Teaching and Learning

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.1.1 Registered teachers plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.</p>	<ul style="list-style-type: none"> plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work. 	<ul style="list-style-type: none"> Forward plan folders. Feedback (written and oral meetings) on planning. Self-evaluation on planning. Classroom observation/feedback sheet on planning.
<p>3.1.2 Registered teachers communicate effectively and interact productively with learners, individually and collectively.</p>	<ul style="list-style-type: none"> model appropriate levels of literacy and numeracy in their own professional practice; use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners; communicate appropriately with all learners, and promote competence and confidence in literacy; demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning; communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners; create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; reflect on the impact of their personal method of communication on learners and others in the learning community. 	<ul style="list-style-type: none"> Classroom observation/feedback on communication and pace of pupils' work. Self-evaluation on communication and pace of pupils' work. Pupils' work. Feedback written on pupils' work, etc. Relevant PowerPoint presentations. Pupil questionnaires.
<p>3.1.3 onwards – SEE NEXT PAGE</p>		

3.1 Teaching and Learning

continued

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.1.3 Registered teachers employ a range of teaching strategies and resources to meet the needs and abilities of learners.</p>	<ul style="list-style-type: none"> • consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes; • skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities; • justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners; • create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. 	<ul style="list-style-type: none"> • Classroom observation/feedback on teaching strategies and resources. • Self-evaluation on teaching strategies and resources. • Examples of resources including use of ICT. • Pupils' work demonstrating differentiation. • Agenda/action plan of meetings demonstrating discussion of current research regarding learning and teaching.
<p>3.1.4 Registered teachers have high expectations of all learners.</p>	<ul style="list-style-type: none"> • ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge; • identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required; • show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world. 	<ul style="list-style-type: none"> • Classroom observation/feedback on communication and pace of pupils' work. • Self-evaluation on communication and pace of pupils' work. • Pupils' work. • Pupil questionnaires. • Pupil focus group feedback. • Feedback in jotters, etc.
<p>3.1.5 Registered teachers work effectively in partnership in order to promote learning and wellbeing.</p>	<ul style="list-style-type: none"> • establish a culture where learners meaningfully participate in decisions related to their learning and their school; • create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate. 	<ul style="list-style-type: none"> • Classroom observation/feedback on working co-operatively with other professionals and adults. • Self-evaluation on working with others. • Notes on shadowing opportunities, meetings with other professionals. • Notes/ minutes from discussions with ASN/ Guidance staff. • Memos/letters from staff and parents.

3.2 Classroom Organisation and Management

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.2.1 Registered teachers create a safe, caring and purposeful learning environment.</p>	<ul style="list-style-type: none"> • ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated; • plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; • use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; • enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; • know about and apply appropriately health and safety regulations as an integral part of professional practice. 	<ul style="list-style-type: none"> • Classroom observation/feedback on classroom organisation and management. • Self-evaluation on classroom organisation and management. • Photographs of classroom displays. • Pupils' work/resources. • Examples of rewards/sanctions systems.
<p>3.2.2 Registered teachers develop positive relationships and positive behaviour strategies.</p>	<ul style="list-style-type: none"> • demonstrate care and commitment to working with all learners; • demonstrate a secure knowledge and understanding of the wellbeing indicators; • show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; • implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner; • seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; • evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; • recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action. 	

3.3 Pupil Assessment

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.3.1 Registered teachers use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning.</p>	<ul style="list-style-type: none"> • systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; • enable all learners to engage in self-evaluation and peer assessment to benefit learning; • record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies; • use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets; • produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way. 	<ul style="list-style-type: none"> • Assessment folders/records. • Classroom observation/feedback on assessment of pupils, self-evaluation on assessment of pupils. • Copy of report sent home to parent. • Cross marking with colleagues. • Agenda/action plan from meetings. discussing/analysing test/exam results. • Classroom observation/feedback on assessment of pupils. • Self-evaluation on assessment of pupils. • Pupils' work showing assessment feedback. • Notes on shadowing/meetings with ASN staff. • Pupils' work showing target setting/personal learning plans. • Pupil profiling.

3.4 Professional Reflection and Communication

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.4.1 Registered teachers read and critically engage with professional literature, educational research and policy.</p>	<ul style="list-style-type: none"> • read, analyse and critically evaluate a range of appropriate educational and research literature; • systematically engage with research and literature to challenge and inform professional practice. 	<ul style="list-style-type: none"> • Forward Plan evaluations. • Reflective reports on Professional Learning activities with impact. • Evidence of planning Professional Learning activities based on self evaluation and educational research.
<p>3.4.2 Registered teachers engage in reflective practice to develop and advance career-long professional learning and expertise.</p>	<ul style="list-style-type: none"> • reflect and engage in self-evaluation using the relevant professional standard; • demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue; • evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning; • demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development; • work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning; • maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices. 	<ul style="list-style-type: none"> • Agenda/action plan of meetings. • Records of professional development, self-evaluations and impact. • Member of curriculum working groups. • Piece of development work carried out. • Evidence of self evaluation exercise. • Evidence of leading Professional Learning for others across school/authority. • Self-evaluations against SFR. • Interim profile: maintenance of Professional Learning records and portfolio.

Section 5: CLPL - Career - Long Professional Learning

CLPL Portfolio

Evidence of your professional development during your probationary year period should be gathered into a comprehensive CLPL portfolio and kept for your own reference.

Your portfolio will include:

1. A copy of your Timetable, detailing the 4 hours (0.18 full time equivalent) of CPD undertaken and the variety of experience gained in the 18.5 (0.82 full time equivalent) of teaching practice.
2. Your Self-Evaluation Overview and Initial Teacher Education Profile.
3. The Professional Development Action Plan (PDAP) allowing you to identify CLPL requirements.
4. CLPL Tracking Record plus any additional details of CLPL Experiences you have undertaken and your evaluation of them.
5. Supporter Meeting Notes.
6. Observer Teaching Feedback.
7. Supporting evidence, discussed in how to meet with SFR, including plans and materials used during Observed Teaching Sessions and in other CLPL experience.

You should retain the portfolio and use it to plan your professional development beyond probation.

Professional Learning Programme for Probationers

South Ayrshire Council will organise Professional Learning opportunities for you throughout the year and it is expected that you would attend these. It is important that you book your place through 'Book n Go', our on-line CLPL booking resource.

The programme for **Secondary NQTs** will take place as twilight sessions on the following dates. The venue will be Kyle Academy. The sessions will be facilitated by Iain Spencer and Colin Moncrieff from Marr College and Siobhan Semple from Kyle Academy.

Sessions will take place on the following dates (more information to follow):

Thursday 27 August 2020	Thursday 14 January 2021
Thursday 10 September 2020	Thursday 28 January 2021
Thursday 24 September 2020	Thursday 25 February 2021
Thursday 8 October 2020	Thursday 25 March 2021
Thursday 29 October 2020	Thursday 29 April 2021
Thursday 19 November 2020	Thursday 20 May 2021
Thursday 10 December 2020	Thursday 10 June 2021 (Final NQT event)

The programme for **Primary NQTs** takes place on identified Thursdays during the session. Head Teachers have been asked that wherever possible Primary NQTs are not timetabled for class contact on a Thursday so that you can be released from school. The sessions in term 3 will be twilight. The sessions will be facilitated by Lynsey Livingstone from Heathfield Primary. The Professional Learning Programme for Primary NQTs will take place on the following dates. Please note that your attendance is a requirement.

Wednesday 26 August 2020	Wednesday 13 January 2021
Wednesday 9 September 2020	Wednesday 10 February 2021
Wednesday 23 September 2020	Wednesday 10 March 2021
Wednesday 7 October 2020	Wednesday 21 April 2021 twilight only
Wednesday 28 October 2020	Wednesday 19 May 2021 twilight only
Wednesday 18 November 2020	Thursday 10 June 2021 twilight (Final NQT event)
Wednesday 9 December 2020	

CLPL Tracking Record

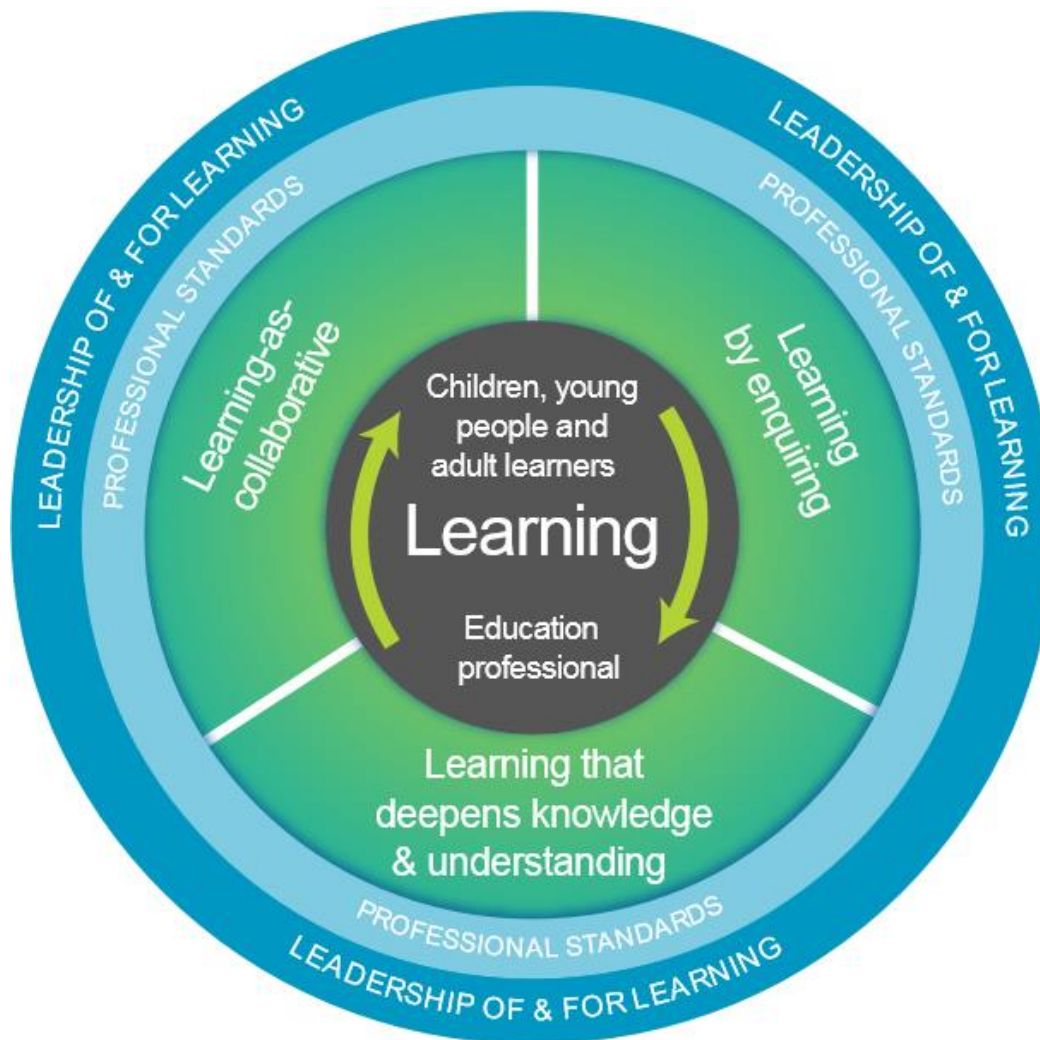
Professional Standard	Reason for Choice	Issues for discussion with supporter	Date
Progress made		Source of evidence	
Date/s discussed with Supporter		Further information and guidance	
Dates of associated classroom observation visit/s			

Types of Professional Learning experience

Professional Learning is more than 'going on a course'. There are many innovative and exciting approaches, both formal and informal, that can contribute to your professional development. It is important that there is a purpose to every Professional Learning activity you undertake, and you should identify in advance what it is you want to gain from the experience. Some examples given by the GTCS include:

- **Learning from others.** Learning from others can be as simple as working together with another teacher who has more experience, or who has particular expertise in an area you want to develop. Have you thought about team teaching or observing a colleague then getting together afterwards to discuss what you've learned? This could even be done in another school or centre. More lengthy experiences could include going on a teacher exchange (international or other) or carrying out a placement or study visit in another school or work setting. Within South Ayrshire you may have several opportunities for Professional Learning. Some examples are: taking part in Learning Rounds; visiting schools in the same sector or another sector; peer observation; in-house training; opportunities to lead working groups or initiatives; shadowing of promoted members of staff.
- **Additional reading, scholarly activity, or study.** You can choose to study a particular aspect of teaching more thoroughly by yourself to:
 - enhance your subject expertise;
 - deepen your understanding of a particular learning theory;
 - learn more about different teaching methodologies.
- **Research.** What about identifying an issue that you'd like to know more about and carrying out a piece of research? This could involve extending your own reflective process by asking your pupils or colleagues about their responses to a particular approach you are trying in class. Or you could analyse the changes in pupil attainment after introducing a new teaching resource or method to evaluate what impact it has made.
- **Taking on an additional role or duty.** Another way of obtaining valuable Professional Learning is to initiate or become involved in specific project or groups, whether at school, local authority or national level. This could involve you in curriculum development or policy development, or taking forward a particular issue such as literacy or the Eco School initiative. In South Ayrshire we encourage all staff to take on a role to develop further their skills and expertise in a particular area.

A Model of Professional Learning



Go here to read about this model of professional learning

<https://professionallearning.education.gov.scot/explore/the-national-model-of-professional-learning/>

Evaluating the Impact of Your Professional Learning

An essential element of the process is evaluating the impact of professional learning on the experiences and achievements of learners. Reflect on every Professional Learning experience, immediately upon its completion and also after a period of time. Record conclusions about impact. When assessing the impact of Professional Learning you could:

- look for improvements in measures of attainment;
- look for improvements in feedback from observed lessons;
- look at pupil feedback in the form of questionnaires and focus groups;
- look at feedback from discussions with other staff within the school or centre;
- look at evidence from self-evaluation data within the department and school;
- look at evidence from self-evaluation against the Standards for Registration and Standard for Career-Long Professional Learning.

Becoming an Enquiring Practitioner

The concept of teachers as reflective practitioners is well established across the profession. Teachers as enquiring practitioners aim to build on this practice by raising the bar so that, increasingly, teachers engage in deep, rigorous, high-impact professional learning.



Figure 1: Adapted from Teaching Scotland's Future National Partnership Group, (2012),

Report to Cabinet Secretary for Education and Lifelong Learning

The figure above has, at its centre, teachers as enquiring practitioners who are both committed to on-going self-evaluation, and are supported by and engage in coaching and mentoring relationships with others.

The figure demonstrates the inter-connectedness between enquiry and self-evaluation, professional review, professional update and impact on professional practice and school improvement.

It also emphasises that teachers working and learning together rather than as individuals, will have the greatest possible impact.

Useful Websites

General Teaching Council for Scotland : www.gtcs.org.uk

Curriculum for Excellence : www.ltscotland.org.uk/curriculumforexcellence/

Times Educational Supplement: www.jobs.tes.co.uk/

Education Scotland: <http://www.educationscotland.gov.uk/>

SQA: http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp

Vacancies: <http://myjobscotland.co.uk>

Glow: <https://secure.glowscotland.org.uk/login/login.htm>

Tips for Starting Out

Introduction

This section is a compilation of some tips to help prepare you for the start of your teaching career. The GTCS provide ongoing valuable guidance and support through a website dedicated to probationer teachers. This website (www.probationerteacherscotland.org.uk) which can be accessed through the GTCS homepage (www.gtcs.org.uk) has the following sections:

- Induction Year Guidance
- Hints and Tips
- CLPL
- Features and News
- Discussion Forums
- Useful Links

Tasks for Completion before your First Day in Post

You will find your first few days in school very full. It is well worth spending some time in the school, either before the end of the previous term or during the school holidays if this is possible. This brief spell will help you to establish the school's opening hours, lunch times etc. It is also helpful to visit the room(s) you will be using.

The first day is normally an in-service day and most schools will have a full programme of activities planned either whole school or departmental. There will be numerous opportunities to meet and mix with other members of staff. The following tasks should be completed before your first day in school. If this is impractical, then they should be considered before meeting your class(es) for the first time.

General Information on the School	Action Required	Completed
Obtain a copy of the Staff Handbook.		
Establish which specific member of staff is your designated supporter.		
Know the key times in the day e.g. lunch, intervals, early closing.		
Have an accurate copy of your timetable.		
Ask for class lists for each of your classes.		
Ask for copies of course outlines or arrangement documents that have to be taught.		
Know the procedures for a fire drill.		
Know the procedures for any medical matters, e.g. the internal telephone numbers of the medical room, main office etc.		
Know where the nearest phone is and have a list of important telephone numbers. Know the procedures for the use of the phone.		
Ask for a copy of the schools 'Managing Positive Behaviour Policy' and familiarise yourself with the procedures.		
Established school policy and procedures for releasing pupils from class, eg toilet, collecting materials.		

Please remember, other staff in the school should be able to give advice on creating new materials and how to differentiate them. Ask for advice if unsure about the appropriateness of the tasks that are set.

Tasks for the In-Service Day or Before Meeting Pupils for the First Time

The Pupils	Action Required	Completed
Find out about any pupil changes within your class(es), eg change of surname, new admittances since the summer etc.		
Find out if any of your pupils have any medical conditions or are on Staged intervention. If any are, find out any strategies you should employ to support them in their learning		
Know the procedures for welcoming pupils. Know whether to collect them (and where to collect them from) or if they come straight to your room.		
Know the arrangements for free meals and bus passes.		
Know the arrangements for whole school gatherings, eg assemblies.		
Make a seating plan of the class, it will help with getting to know the pupils.		
Know about any other administrative arrangements necessary. Check these arrangements with other staff.		

Organisation of Resources	Action Required	Completed
Withdraw the correct number and type of jotters and other consumables from stock. Determine from other staff whether folders, binders or jotters are issued to senior pupils in secondary schools.		
Withdraw any books or materials that are required. (Certain resources may be located in the classrooms).		
Stock up on teacher consumables – pens, pencils, etc. Set up some system to make sure that they do not disappear.		
Organise the resources in your classroom so that all pupils can access what they need without disrupting teaching and learning.		
Organise all the resources that will be needed for the next day as far as possible.		
For primary teachers, write the names on each of the jotters for each subject and establish a system for storing each set of jotters centrally.		

The Pupils	Action Required	Completed
Obtain a pupil list for class(es) to be taught;		
Access the relevant information about your class(es) from the previous teacher (or head of department).		
Have a list of pupils meriting attention, medical or otherwise, in your possession. Please remember that confidentiality is of paramount importance.		
Have information on the school/departmental policy on pupil groupings eg: mixed ability/social group.		
Read a copy of the school/departmental behaviour and/or discipline guidelines.		
Establish folder/planner which will contain your forward plans/daily plan etc.		

Resources	Action Required	Completed
Obtain a copy of the school/departmental policy for the withdrawal of resources from the staff base. Most departments have resources distributed between the base and classrooms.		
Establish where the resources that are likely to be needed are located.		
Obtain a copy of the curricular guidelines for the subject(s) to be taught.		
Prepare the appropriate planners/diary.		
Establish a system for ensuring that any books/resources that are needed will be available.		
Obtain the school/departmental policies on photocopying.		
Establish which jotters/folders/papers are to be issued to each class or for each subject. Be aware of school/departmental procedures for loss of such items.		
Become proficient in the use of the equipment available, including computers, in the department.		
Find out how non-teaching staff are deployed and managed in the school.		
Establish the procedures for creating new resources, e.g. Desk Top Publishing.		

Dealing with Stress

It is important to learn to recognise the signs of stress, and that to be able to create strategies for dealing with these. Do not be afraid to admit to having problems, no one expects a teacher to have to cope by themselves all the time. Many talk about the importance of creating a good atmosphere for the pupils but remember that the teacher is in the classroom as well.

Seven steps to help to turn stress into creativity:

- ❖ Set realistic but challenging personal goals, however do not be too disappointed if these are not achieved first time around.
- ❖ Do not be too disappointed if the pupils fail initially to reach the goals that have been set. Use the SMART targets for both personal and pupils' progress.
- ❖ Create times both in and out of school for relaxation. When time is taken to relax make sure the opportunity is utilised.
- ❖ Any problems should be talked through with colleagues, including with other probationers.
- ❖ Establish a network of fellow probationers for peer group support.
- ❖ Identify an appropriate experienced member of staff who can lend a "friendly ear".
- ❖ Eat well and stay healthy, the body will take time to adjust to the new pressures.

Classroom Organisation and Planning

Classroom Organisation and Planning

1. Introduction
2. Record-Keeping
3. Establishment of Routine
4. Time Management
5. An Aspect of Personal Time Management – Procrastination
6. Organisation of Classroom Activities
7. Group Learning
8. Evaluation of Group Learning
9. Classroom Standards
10. Organisation When You Do Not Have Your Own Room
11. Organisation in an Open Plan Situation
12. Activity Organisation Checklist*

**For discussion with support/mentor or classroom observer*

1. Introduction

An important aspect of effective teaching is good organisation and planning. You might be the most imaginative teacher ever and have excellent teaching materials but if they are presented in a disorganised fashion then pupils are unlikely to learn.

Your Initial Teacher Education course will have covered most of the issues raised in this unit: however, it may give you some ideas which we hope will assist you to develop the organisation and planning of your teaching and classroom activities. You may find it useful to talk over with colleagues some of the issues raised in this unit.

2. Record Keeping

Why keep records?

Records provide evidence and information on the progress of the individual pupils and the whole class. Such information may be requested by a wide variety of people, e.g. Head Teacher, supply teachers, parents, HMIs, Quality Improvement Officers, social workers, education psychologist, the school doctor – the list is endless as are the reasons for keeping them.

Much of this information is highly confidential and as such you should lock it away in a secure place. Do not provide any information about pupils without first checking with your supporter/mentor and in general refer to school/authority policies on such matters.

Listed below are a number of possible aids to good organisation and planning. You may not require all of these but you may wish to give consideration to some of them.

1. Classroom timetable (where appropriate)
2. Daily diary/planner *This should contain weekly short term targets, indicate lessons to be taught and activities to be undertaken.*
3. Register of attendance (now electronic)
4. Curricular planners/programmes of study/record of work*
5. Detail of pupil progress and assessment records*
6. Forward plan for class(es)
7. Written record of individual pupil achievement and important information about pupils. *This is invaluable for report writing, parents' evenings etc.*
8. Record of text books issued to pupils (where appropriate)
9. Record of homework given to class(es)/individual pupils (where appropriate)

10. Record of punishments given to pupils, indicating reason and nature of punishment (where appropriate)
11. A seating plan for class(es) (where appropriate)
12. A pupils list on the wall for emergencies, e.g. fire (where appropriate)

3. Establishment of Routines

It is important to establish routines as soon as possible. Pupils like the security of knowing what to do and will gladly follow known procedures.

The Value of Routines

1. They provide a framework which can help to reduce stress.
2. They will allow you to get your work done and achieve your objectives.
3. Pupils get to know class systems/routines and this saves time.
4. Routines provide a strong sense of security for pupils at all levels.

Examples

1. The classroom entry
 - *Coming in*
 - *Going to seat*
 - *Unpacking bags/removing coats*

2. The giving out/collecting in of materials
 - *Resources should be clearly labelled and easily accessible to all pupils*
 - *Have spares*
 - *Have an accurate count of all materials (e.g. scissors, pencils, marker pens)*
 - *Appoint class helpers with specific responsibilities (where appropriate)*

3. Assessment
 - *Try to assess the pupils' work with them either by going over previously marked work, or by marking it with them*
 - *Record dates and make brief pupil notes*
 - *Try to limit the amount of pupils around your desk area*
 - *Refer to learning intentions and success criteria*
 - *Use a range of Assessment is for Learning strategies*
 - *Incorporate peer and self assessment*

4. The organisation of pupil work
 - *Indicate how you wish written work presented*
 - *Ensure that all jotters/folders/project books are returned to their proper place*
 - *Ensure that all pupils know what they have to achieve by the end of lesson*
 - *Have spare jotters/paper available*
 - *Ensure that all pupils take a note of any homework issued*
 - *Extension materials must always be relevant and not merely a 'time-filler'*

5. The end of lesson routine

- *Planned conclusion/Plenary/Referral to success criteria*
- *Keep the teaching area tidy – especially important if you share the area with colleagues*
- *Return of all consumables*
- *Orderly dismissal*

4. Classroom Wall Displays

It is likely that there will be a school policy or set of guidelines relating to expectations of classroom display areas – please check with your Mentor/Supporter. If there are no guidelines within your school discuss with your Mentor how best to ensure that display areas meet the following criteria:

- are attractive, relevant, and reflect/reinforce the learning taking place (this should be obvious to anyone entering your classroom)
- regularly refreshed in order to have maximum impact
- enhance the learning environment/motivate pupils by showcasing their work

Within primary classrooms there is an expectation to represent a range of curricular areas as well as inter-disciplinary learning.

Within the secondary classroom please ensure that any displays relating to responsibility for all (Numeracy, Literacy, HWB) meets the expectations of school guidelines.

Dyslexia Friendly Schools Approach

Many of our schools are either working towards, or have achieved accreditation for being a Dyslexia Friendly School. Again, this is something we would recommend discussing with your Mentor so that you are clear about expectations of this approach and how this will impact on your practice.

5. Time Management

Time or priorities management will be important to you as a new teacher for several reasons:

1. To make sure that your pupils achieve as much as possible in the time available by providing them with the maximum number of opportunities to engage in quality experiences.
2. To ensure that you give yourself sufficient time to plan, evaluate and correct pupils' work.
3. To enable you to balance school preparation with the rest of your life.

If you do not manage your time it can lead to stress and a constant feeling that you are in a 'fire fighting' situation. It is also the case that you will tend to make mistakes if you do things too quickly.

Taking into account school procedures for forward planning (daily/weekly/monthly/termly) and your own way of working, the points on the following page are intended to highlight some important aspects of time management. Use the checklist as a focus for discussion with your supporter.

Time Management Checklist

	<i>Issues for discussion with your supporter/mentor</i>
--	---

1. Have you decided on goals/targets for your class(es)?	
2. Having done so, have you then set priorities?	
3. How will you achieve these goals/targets and is this reflected in your daily short and long-term goals?	
4. What things, if any, are stopping you achieve these goals/targets?	
5. Are you able to draw up a plan for the day/week? <ul style="list-style-type: none"> • Putting tasks into an appropriate order • Allocating time to these tasks? 	
6. At the end of the week do you review your plan before starting to consider the next week?	
7. Is your classroom layout assisting good learning, e.g. can you see every pupil?	
8. Do you have a system which allows pupils to find materials without time wasting?	
9. Do you make good use of visual aids to help provide support to pupils?	
10. Is your recording system effective, i.e. do you have information at your fingertips?	
11. Do you operate class routines, i.e. habits which are adhered to and operate efficiently?	
12. Do you try to avoid any unnecessary interruptions?	
13. Do you delegate appropriate tasks to pupils to assist in the smooth running of the class?	
14. Are you making the most of available resources (e.g. information technology) to support your own planning and preparation?	

This process should not take too long, but essential to the process is the keeping of a weekly diary or planner.

Organisation of Classroom Activities Checklist

Use the following checklist in order to review the operation of a particular class activity you were engaged in today.

	Comments/Discussion Point
1. Arrived in plenty of time to organise resources and to receive class(es)	
2. Organised the orderly admission of pupils to the classroom	
3. Gave clear instructions to the pupils about the objective(s) of the lesson/activity	
4. Gave clear and succinct introductory instructions	
5. Information was well organised and clearly	

presented	
6. Appropriate questions were used to check comprehension	
7. The activity got underway in a live and stimulating way	
8. Transition points in the activity were smooth and well organised	
9. Appropriate strategies were used to keep pupils alert and 'on task'	
10. Adhered to the topic, or not, as appropriate	
11. Avoided dead time	
12. Dealt swiftly and effectively with minor misdemeanours	
13. Involved the pupils in demonstrators and other activities	
14. Planned appropriate follow-up work to reinforce learning and tried to assess what had been understood	
15. Gave clear instructions to pupils as to what they should do when a particular activity was finished	
16. Brought the activity to a close with a summing up	
17. Dismissed the class/moved to next activity in an organised manner	
18. Ensured that all resources were returned to their proper places	
19. Completed any appropriate records	

6. Group Learning

As you are aware group learning is an integral feature of all schools. It is important to have a clearly thought out rationale for group information. Listed below are some possible group formations:

Ability groups:

- Groups can be formed on the basis of previous reports
- Groupings must take place as a result of continuing assessment
- Groups need to be fluid. It can be too easy to stick to the same groups throughout the term

Mixed ability groups:

- May be appropriate for creative, discursive and investigative work
- Good for pupils to experience and learn social skills
- Encourages a positive attitude by placing pupils with others who are good models
- Encourages high self-esteem; able and less able pupils working together, e.g. in problem solving situations, or in discussions where the more able pupils can take task of 'scribe' and the less able pupils can make a positive contribution in a practical way

Friendship groups:

- Good for encouraging discussion
- Helps pupils to feel at ease discussing sensitive issues
- Such groups may often be single sex groups and any isolated pupils may be made obvious

Summary

Groups need to be reviewed regularly. It is useful to discuss this issue with your supporter/mentor.

Absence or other factors may affect groupings.

You will need to use a mixture of groupings, sometimes forming ability groups, sometimes deliberately structuring groups so that pupils learn from one another and sometimes using friendship groups.

Groups allow pupils to gain from differing contributions of other pupils. Most of all groups must be manageable.

It is important to distinguish between pupils working as a group on a particular task and pupils working in a physical group but engaged in individual work.

Some pupils do not fit easily into a group; individual learning programmes may be best for them. Consult with your supporter/mentor or Support for Learning specialist, but in any case, try to find opportunities to incorporate these pupils in groups for some activities.

Evaluation of Group Learning Checklist

It is important to remember that young people may not naturally work in groups. They may have to be encouraged to do this through acquiring and developing the necessary skills.

Use the following list to evaluate a particular group operation in your class.

Topic: _____ **Date:** _____

A: The Group	Comment
1. Did members of the group share materials well, e.g. did they take it in turn to use resources?	
2. Did they listen to the varying points of view in the group and try to take account of such views?	
3. Was the group, when necessary, able to work from a single resource which they had to share?	
4. Did the group clearly understand the nature of the task?	
5. Were they able to discuss individual or group problems before approaching you for help?	
6. Were they able to examine their own work critically?	

B: The Group Leader	Comment
1. Was he/she able to get ideas from the group?	
2. Was he/she able to share out the tasks?	
3. Was he/she able to make sure that all members of the group were working all of the time?	
4. Did he/she encourage and support the group?	
5. Was he/she able to speak to the class on behalf of the group?	

C: Your Management of Group Activity	Comment
1. Before becoming involved with a particular group, did you ensure that other groups were able to work on their own?	
2. Did you take time, between moving from one group to another, to make sure that all groups were working constructively?	
3. Did you ensure that pupils had all necessary instructions, either written or oral?	
4. Did you consider the needs of the most/least able?	
5. Did you have a training session with pupils on how to move between/during group sessions, set target times and reduce noise to a minimum?	
6. Are you realistic in your expectations of group work, especially with younger pupils?	
7. Are you able to spot the pupil who is not contributing to the group work?	

7. Classroom Standards

An important part of classroom organisation is the development of appropriate rules. Many rules are of course established for the whole school but individual teachers will develop classroom rules in collaboration with pupils which suit their style of teaching, their particular groups of pupils and their subject.

Rules can generally be established in two ways:

1. Explicit – A clear statement of the rule that is made (e.g. it is dangerous to run in the classroom).
2. Implicit – These rules are generally established as representing expected behaviour (e.g. it is highly unlikely that a class would have a rule that states something like ‘you must not poke your pencil in your neighbour’s ear’). If such an event occurred it would be expected that the class would recognise from your response that this was unacceptable behaviour.

When you are faced with a new class the following may be useful in establishing classroom standards (NB there may be a specific school approach to this):

- Set up as few rules as possible
- If a rule is broken frequently it may require immediate review or reinforcement
- Involve pupils in the development of new rules or class charter
- Pupils should come to recognise the need for and the purpose of rules
- Rules should be fair and should be seen to be fair
- Rules should not generate unnecessary confrontation
- Rules should be able to be enforced
- Try to make rules positive – ‘do’ is better than ‘do not’

Points for your action:

- Become familiar with the existing school/departmental rules
- Draft your own class rules in consultation with classes
- Discuss your class rules with your supporter/mentor in order that they fit in with the existing guidelines
- Implement the agreed rules
- Enforce them
- Review the rules regularly

N.B. Set a good example (e.g. always say ‘please’ and ‘thank-you’ to pupils). This is worth dozens of statements pinned to classroom walls.

8. Organisation when you do not have your own classroom

This is a situation which many of you will find yourselves in. It requires very good organisation and planning.

It may be a good idea to carry a storage tray with you containing the basic essentials (e.g. pens, pencils and rulers) and some planned work for the individual classes in case the room to which you are assigned does not have the equipment you require for the lesson.

Accepting that organisation is the key to the above situation, it may be worth going into school 10-15 minutes early or leaving later at the end of the day. This has a two-fold advantage, you do not need to do so much pre-planning at home and you can actually get into the classroom(s) which you will be using the following day. A major problem of not having your own room is that sometimes you cannot gain access to it at other times of the day.

Teaching in other situations

Some schools may have annexes/huts. This brings with it problems which are similar to those experienced by teachers who do not have their own room. In addition, it may lead to problems of reduced space, lack of storage facilities, communications, etc. The list is endless.

Part of the solution is to be highly organised and to be ready for every eventuality.

9. Organisation in an Open Plan Situation

Teaching in an open plan department necessitates the sharing of many resources. Full discussion with other staff and a clear understanding of school policies and therefore essential.

The sharing of resources comes under four main headings:

Space

- Within a double teaching area, both teachers require to discuss and plan how they can make best use of the common floor space available
- Any arrangements should be flexible
- Consider carefully the positioning of furniture (e.g. it is essential that your table is positioned to allow you to see every pupil in the area clearly)

Timing of activities

Certain activities create more 'working noise' than others do. You should be sensitive to the needs of colleagues within the area. Identifying and negotiating these times is a necessary task.

Materials

- Be prepared to share textbooks, work cards, IT equipment, etc. If you plan your weekly programme in co-operation with your immediate colleague(s), this sharing should be possible.
- Sharing materials means sharing responsibility for their care. Materials should be returned to the correct place after use.
- Each teacher and each class must decide and know where the materials are stored.
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Teacher expertise

Staff with varied backgrounds and experiences can learn a great deal from each other. Within an open plan setting it should be easier for colleagues to share ideas, plan jointly and work together as a team. Co-operation means being prepared to give advice and to receive it from colleagues. Regular discussion with colleagues can enhance your professionalism if, as a result, you are prepared to examine and improve your teaching.

Activity Organisation Checklist

This checklist could be used as part of the lesson observation process of a probationer teacher's organisational abilities and as the basis of a possible staff development session with him/her.

Details of Lesson/Activity

Name of teacher _____

Name of observer _____

Date _____

Lesson/activity beginnings – brief comments related to the admission of pupils to the class and/or on the changeover points during the lesson.

Evaluation of homework – brief comments related to the organisation of the marking of homework/on-going class work.

Evaluation of materials – brief comments related to the organisation of materials/equipment.

Appropriateness of topics and activities – brief comments related to the relevance of:

Individuals: _____

Groups: _____

Whole class: _____

Age group: _____

Communication – brief comments related to how well the subject matter was presented to:

Individuals: _____

Groups: _____

Whole class: _____

Communication – how well did he/she hold the attention of:

Individuals: _____

Groups: _____

Whole class: : _____

Effective management – how effective was the management of activities for:

Individuals: _____

Groups: _____

Whole class: _____

Lesson/activity ending

Was sufficient time allowed to put away books, equipment and materials? YES/NO

Was sufficient time allowed to obtain feedback on performance? YES/NO

Was the lesson/activity summarised? YES/NO

Was the homework explained clearly and noted down by pupils? YES/NO

Was the exit of pupils from the room well organised? YES/NO

Review

List the major strengths and areas for improvement of this lesson/activity.

How might these be tackled in the future?

Based on an extract from 'Preventing Disruption: A Classroom Management Approach'

South Ayrshire Council Children and Community

Probationer Induction Programme Behaviour Management

Behaviour Management

1. An Introduction and Some Indicators of Good Practice
2. Fostering a Positive Classroom Climate
3. School Policies
4. The Use of Rewards and Sanctions
5. Effective Reprimands
6. Analysing a Confrontation
7. Classroom Interruptions
8. Issues for Discussions with Other Probationers
9. Effective Classroom Management Using Different Teaching Styles
10. A Post-Script

1. An Introduction and Some Indicators of Good Practice

New teachers sometimes experience discipline problems in their class. This pack, either in whole or in part, is intended to help you through the early stages of your career.

Good relations between teachers and pupils are the norm in schools, but a positive and constructive approach to discipline must also take account of the unusual and exceptional behaviour.

Attitudes towards discipline have changed considerably over recent years. There has been a move from authoritarian relationships towards a more sensitive and enlightened understanding of pupils' needs. Good relationships in school are essentially the responsibility of teachers who can create the personal relationships, the attitudes and the atmosphere conducive to good discipline.

Your school will have a policy relating to Promoting Positive Behaviour. It's important that you are familiar with school practice so that expectations are communicated consistently by staff.

You may find the following points useful as a focus for discussion with your supporter.

A. Pupil-Teacher relationships and behaviour management in the classroom

- Appropriate behaviour can be achieved the teacher displaying high standards of speech, manners, writing, spelling etc. You will achieve the standard of behaviour that you insist on. Understanding and relating positively towards pupils does not mean letting them do what they like. Be genuine and they will respect you for this.
- Pupils do not resent a strict teacher, provided he/she is fair. You should therefore treat all pupils alike and in accordance with their needs. You must be consistent in what you praise, criticise or punish. If criticism is necessary, be positive where possible.
- Avoid making a threat which you know you will be unable to or do not intend to carry out.
- Do not issue whole class punishments. Rather deal with individuals (or groups as necessary).
- Once a sanction/punishment has been completed, try to follow up with a one-to-one conversation with the pupil.
- Do not raise your voice more than you have to otherwise youngsters may become accustomed to this,
- Keep things in perspective – pause and think before you react to a situation.
- Reinforce good behaviour with praise.
- If you misjudge a situation then discuss this with pupils.
- Be prepared to laugh at yourself occasionally.

- Extra-curricular activities provide an opportunity to develop your relationships with pupils across the school. However, give yourself time to adjust to the school and don't sacrifice too much of your relaxation time!

B. Teaching Strategies

- Pupils can become easily bored if the teacher talks too much. Try at all times to vary your teaching strategies.
- When pupils are involved in activities there will always be some noise. It should, however, be a working noise. Never try to talk above the noise.
- Always try to teach at a clear and steady pace. Pupils often become restless when they cannot keep up or are confused with too many instructions.
- When any one person is speaking (whether pupils or teacher) all others should be listening. You should remind pupils regularly that this need to concentrate is an important skill in communication.
- Try as much as possible to relate classroom learning to real life and pupils' experiences.
- Ensure that the level of tasks is appropriate to pupil abilities.

C. Classroom Organisation

- Organisation is the key to success. Always prepare your lessons beforehand and decide how you are going to organise the activities during the lesson.
- Be punctual. Pupils who are kept waiting are liable to become noisy or disruptive and may also require settling.
- Give clear instructions to pupils as to how to enter or leave a room.
- The manner of addressing a teacher (in a classroom situation) should be polite.
- Have a class plan and you decide where the pupils are going to sit initially – you can always move them later.
- Try to train pupils in tidiness from the start – have clear procedures for issuing and returning resources.
- Avoid blind spots in the classroom. Do not allow pupils to mob around your desk, When working with a group of pupils, position yourself in such a way that you can see what the rest of the class is doing.
- Get to know pupils' names as soon as possible (e.g. use a seating plan, and where possible issue books/jotters yourself).
- Be meticulous in everything you do.

You will get the standard of conduct, speech, writing, etc. that you insist on. The conduct of the class reflects the attitude of the teacher. Remember it is not a sign of weakness to ask for help.

2. Fostering a Positive Classroom Climate

Research suggests that teachers create a positive classroom climate in a number of ways. Rate yourself on each of the following:

To what extent do you:

1. Foster positive attitudes towards learning (e.g. develop pupil's ideas and encourage initiative)?
2. Develop their self-esteem?

3. Use praise rather than criticism to build rapport (e.g. look for something good in the pupil's work)?
4. Have appropriate targets for each pupil (e.g. ensure that the pupils avoid doing the minimum necessary and are appropriately stretched)?
5. Look for and encourage improvement (e.g. find some aspect of their work which is better than previously)?
6. Make yourself aware of pupils' expectations and try to raise them?
7. Try to avoid communicating negative expectations to pupils?
8. Try not to stereotype pupils, (e.g. 'he cannot do...' or 'you will always be...')?
9. Treat all pupils equally (e.g. avoid picking on a pupil and having favourites)?
10. Fairly distribute attention and praise amongst the pupils?
11. Take a defusing rather than a provocative attitude towards the pupils (e.g. avoid getting yourself into a corner and try to calm situations)?

3. School Policies

To support the class teacher in managing behaviour, a clearly defined and accepted structure exists within each school in order to ensure an appropriate response to individual behaviour difficulties.

It's important to discuss this with your supporter in order to ensure you consistently follow the procedures expected of all staff.

4. The Use of Rewards and Sanctions

Schools are rewarding to most pupils, but the rewards are mainly in terms of achievement and are therefore more accessible to some than to others. Young people in trouble do not get many intrinsic rewards from school and consequently need extrinsic rewards, not directly related to the task in hand, to motivate them.

It is worth comparing the use of rewards as opposed to sanctions:

1.
 - a) Rewards can be used to teach and reinforce new behaviour.
 - b) Sanctions only teach what not to do.
2.
 - a) Rewards teach the pupil to behave even when the teacher is not present as the newly learned behaviour becomes rewarding in itself.
 - b) Punishment only teaches pupils to behave when the teacher is around.
3.
 - a) Rewards are therefore more effective in the long term.
 - b) Punishment is only effective in the short term.
4.
 - a) Rewards foster positive attitudes towards the teacher and subject.
 - b) Punishment procedures negative feelings and attitudes.
5.
 - a) Rewards promote a positive self-image.
 - b) Punishment harms a pupil's self-esteem and can cause anxiety or hostility.

Activity

1. Consider what happened during the last hour in your class today. List the encouragements and rewards you used during that period of time.

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2. Try to allocate these rewards and encouragements to individual pupils.

3. Now consider those pupils who did not receive rewards or encouragements.

Based on an extract from 'Promoting Positive Behaviour in the Secondary School'.

5. Effective Reprimands

The methods by which you reprimand will often determine the likely outcome. One golden rule for a serious reprimand is to remove the pupil from his/her peer group. It is very much easier to make your point on a one-to-one basis away from the rest of the class, than to do so in front of his/her peer group (i.e. do not give the pupil a stage on which they can perform or attempt to humiliate him/her).

What is an effective reprimand?

This will be determined by the nature of the incident, the pupil and your style.

Firm
Brief
Clear
Quiet
Polite
Private
Applied sparingly
Correctly targeted
Applied consistently
Delivered close at hand
Naming individual children
In measure, steady deliberate tones
With limited gestures/body movements
Pausing before reprimand to collect thoughts

1. _____

2. _____

3. _____

4. _____

5. _____

(N.B. There is no correct answer.)

Based on an extract from 'Promoting Positive Behaviour in the Secondary School'.

6. Analysing a Confrontation

An important part of behaviour management is the ability to defuse a confrontation. If you have difficulties with this aspect of discipline sometimes it is useful to analyse a situation using the lists provided.

Circle as appropriate

1. Did the confrontation escalate? YES/NO

2. Was the lesson excessively interrupted (e.g. pupils, staff coming into the room or minor incidents or misbehaviour within the class?)

YES/NO

3. How did the teacher emphasise his/her authority?

- | | |
|-----------------------------------|--------|
| a) Kept calm (e.g. tone of voice) | YES/NO |
| b) Directed conversation | YES/NO |
| c) Maintained eye contact | YES/NO |
| d) Used gesture(s) | YES/NO |
| e) Looked confident | YES/NO |

Please add to the list

4. Was your behaviour excessively dominant and overbearing?

- | | |
|---|--------|
| a) Show of emotion (e.g. anger, shouting) | YES/NO |
| b) Over-directive instruction | YES/NO |
| c) Over-use of gesture(s) | YES/NO |
| d) Loud voice | YES/NO |

Please add to the list

5. Did the incident reach a satisfactory conclusion:

- | | |
|---------------------|--------|
| a) For the teacher? | YES/NO |
| b) For the pupil? | YES/NO |

6. Comments/suggestions for use in the discussion with teacher as soon as possible after the lesson.

N.B. All of the above has to be seen as against a background of the teacher's relationship with the class/individual pupil.

Based on an extract from 'Preventing Disruption: A Classroom Management Approach'.

7. Classroom Interruptions

This section should be viewed as one aspect of your overall regular review of your lesson plans. There can be frequent necessary and unnecessary interruptions to your teaching. It is worth analysing these and considering possible strategies for dealing with them:

1. Where do they come from>
 - a) Within the classroom
 - b) Outwith the classroom

2. From whom?
 - a) Self
 - b) Another teacher
 - c) Pupils
 - d) Any other

3. Are interruptions predictable/unpredictable?

Based on an extract from 'Promoting Positive Behaviour in Secondary School'.

8. Effective Classroom Management Using Different Teaching Styles

One element of successful teaching is the anticipation of likely problems. To some extent this may be determined by the style of teaching employed.

Below are some of the possible difficulties that may arise associated with particular teaching styles:

1. The whole class lesson:

- Boredom
- Falling asleep
- Poor retention
- Doodling

2. Group work:

- The group may not gel.
- Not sharing resources well.
- Not listening to varying points of view.
- Not clearly understanding the nature of the task.
- The composition of the group may not be appropriate.

3. Discussion:

- Not sticking to the topic.
- The dominant or quiet person.
- No clearly defined objective.
- The level of noise rises.
- Goes on too long.

4. Individual resource-based work – this can be one of the most rewarding forms of learning for a pupil but:

- Do they know what to do?
- Are they working on the task?
- Are they where they should be?
- Are they disrupting another group?
- Have they gone off at a tangent?
- Are they meeting deadlines?
- Are they being over-ambitious?
- Are they capable of directing their own learning?

5. Field work:

Pupils enjoy such experiences but managing pupils outside a classroom can be very difficult:

- What are the health and safety risks?
- Is there too much noise or silly behaviour?
- Are they learning anything?
- Have you given clear instructions? (e.g. where they can go and when to return)
- What happens if it rains? Do they have suitable clothing?
- The problem of pupils wearing good clothing and the possibility of damage.
- Problem of theft.
- Medical matters – could you cope?

- Is there adequate teacher supervision?
- Have you access to a mobile phone or other link with the school or centre?

6. Practical sessions:

Such sessions are covered by many of the points contained in 1-5 but one or two issues are worth considering:

- The counting in and out of resources.
- Likely dangers.
- A sufficient supply of materials.
- Wasting of materials.
- The organisation of change-over points.
- Have they understood instructions?
- Noise.
- Ensuring that all equipment is in good working order and that you know how to operate it.

The list is endless but it all comes back to you having clear aims and objectives, setting up the necessary organisation, communicating your ideas and then monitoring what happens.

9. A Post-Script

In your classroom, you should aim to create a caring, relaxed and friendly environment. Discipline is the system of order in a school. It must be firmly based within a system of relaxed control. The authority of teachers in a school must not be in question.

In the absence of order and control, there will not be a caring and friendly environment – rather it will be surrendered to the demands of an aggressive few.

What you must seek to establish is a sense of collective responsibility and mutual respect within the classroom. Most youngsters, of course, are equipped with a sense of fairness and justice. The school system operates through the goodwill and discipline of the majority who are serious about their own futures and have decided views about disruption to their education.