

Hauraki Primary School

Policy Document

Teacher Induction

Rationale

Hauraki school provides an inclusive, non-discriminatory workplace where the principles of equality and fairness are promoted and there is commitment to maintain equal employment opportunities (EEO) for all staff.

Purpose

All newly appointed teachers at Hauraki School are successfully inducted through an appropriate process of orientation and/or training to feel welcome and secure at the school and achieve full teacher registration.

Guidelines

1. All newly appointed teaching staff will be:

- given a school tour;
- introduced to syndicates and staff, and to the Hauraki School Board (the Board) when appropriate;
- provided with day-to-day school organisation information, as well as all Hauraki School policies and procedures;
- directed to our School Scheme outlining teaching and learning expectations for all essential learning areas;
- complete the Ministry's compulsory online training module on physical restraint, *Physical Restraint – Understanding the Rules and Guidelines* compulsory online training module within 10 weeks of starting at Hauraki School; and
- guided by the syndicate leader to ensure planning, teaching, assisting and organisational aspects are consistent within the expectations of Hauraki School.

Provisionally Registered Teachers (PRT) and Beginning Teachers (BT)

2. A mentor teacher who is a skilled and experienced classroom practitioner normally within the same syndicate, will be appointed for each PRT.
3. A planned programme for BTs is expected, and this will be determined by the mentor teacher in discussion with the PRT and the Principal as set out in Appendix 1.
4. PRTs in their first year of teaching will receive support time equivalent to 5 hours per week (0.2), and second year teachers registered subject to confirmation will receive the equivalent of 5 hours per fortnight (0.1).
5. The use of 0.2 or 0.1 staffing component will follow these principles:

- a. PRTs have time to examine issues related to professional development and classroom practices; and
- b. Mentor teachers can extend and modify their own expertise.

6. It is expected that the mentor teacher and PRT will maintain copies of guidance notes and discussion notes issued, such as:

- term reports
- details of observation visits
- use of 0.2 staffing component

7. Overseas or returning teachers are supported as required.

8. The criteria for recommendation for full registration will be based on the Teacher Council criteria. The mentor teacher and principal will recommend full registration if the PRT meets all the requirements to move to Full Registration Category One or two. This is to happen at the beginning of the teacher's final term under Provisional Registration.

Signed: 

Presiding Member of the Board

Date: 28.7.2025

Review Date: Term 3, 2028

Appendix 1

1. The programme for a Provisionally Registered Beginning Teacher will contain these components.

Component	Year 1 Programme	Year 2 Programme
Beginning Teacher (BT) In-Service Programme at the local centre if appropriate	Twice per term for a whole day	Once per term for half a day.
BT/Tutor teacher meetings	Once a week	As required
Oral Feedback	Regularly	Regularly
Classroom Observations	At least twice a term	At least twice a term
Visits to other rooms	As need arises	As need arises
BT's Personal report	Complete at the end of each term.	Complete at the end of each term.

2. The programme for a teacher registered subject to confirmation will contain these components.

Component	Overseas Trained Experienced Teachers or Returning Teachers
In-Service programme at the local centre if appropriate	As required.
Meaningful assessment against registered teacher criteria.	Ongoing.
Oral Feedback	Regularly
Classroom Observations	At least twice a term
Visits to other rooms	As need arises
Professional Growth documents to reflect on and complete.	Complete in ongoing manner.