



FINLAYSON PARK SCHOOL

BEGINNING TEACHER SUPPORT

PCT Role	PCT Tutor Teacher Role
<p>Responsible for:</p> <ul style="list-style-type: none"> Participating in an induction programme to become Fully Registered <p>The Beginning Teacher will:</p> <ul style="list-style-type: none"> Be developing their own philosophy within the school Charter goals. Participate in the planning of the induction programme with Tutor Teacher – Act as good role model. Co-operatively plan & document the use of 0.2 or 0.1 time allocation Observe & document good models of teaching practice Receive formal & informal tutor teacher /Principal visits to their classroom Discuss with Tutor Teacher all self-evaluations and observations and be willing to implement new aspects as needed Become involved in corporate life of the school Keep up to date with new educational developments including the pedagogy of innovative learning & teaching. Be aware that the Tutor teacher can expect PCT's to: <ul style="list-style-type: none"> work Cooperatively be willing to ask for help when needed be receptive to advice be flexible & motivated gain knowledge of school policies & procedures 	<p>Responsible for:</p> <ul style="list-style-type: none"> On-going programme of teacher induction in consultation with the Principal Knowledge of Education Council guidelines for induction & mentoring & Mentor Teacher 2016. <p>The Tutor Teacher will:</p> <ul style="list-style-type: none"> Have clear educational philosophy and goals Meet with PCT before school begins (may be several times) Plan the induction programme with PCT. Set manageable Termly goals for growth and evaluate them Make sure PCT is secure for first day programme (routines, groups, day's content, equipment available, resources sorted for programme, timetable, school routines, lunches etc) Co-operatively plan the use of the 0.2 or 0.1 time allocation at least a week in advance Plan co-operatively initially (day by day for 2 weeks then move to weekly for Term 1 at least) 2nd Year PCT plan as required in Team. Modelling of good teaching practice by Tutor Teacher (or others in the school but not till later in the year). Observe and identify the strengths and needs of the PCT in: <ul style="list-style-type: none"> relationships with children personal & professional qualities/Education council Teaching criteria) classroom climate/environment /preparation for the day. behaviour Management skills & assessment techniques, Planning and record keeping. use of ePortfolio's support PCT's in Policy & Procedures of the school.
<p>Use of 0.2 or .01 Time</p> <ul style="list-style-type: none"> TT observing PCT teaching or PCT vice versa Working with individuals students or small group Monitoring and assessing students learning Discussions with parents, community resource people, special education advisers etc Organising & collating resources – visit resource centres/planning Analysing needs – yours and the students, reflecting on programmes. Observing other teachers in own and other schools (not till much later in the year). 	<ul style="list-style-type: none"> Make frequent formal & informal visits to the classroom. Provide constructive feedback. Recognise the individuality of teaching styles, but ensure Innovative Teaching and learning Pedagogy is embedded. Use some 0.2 time allocation in order to carry out tutor teacher duties. In consultation with the PCT, keep a full record of guidance and advice. Document the use of 0.2 time allocation weekly on ePortfolio template Provide the Principal and PCT with an evaluative report on the ePortfolio template (Y1's Termly – Y2's June/Nov).

.2 Time

PROGRAMME FOR YEAR 1 TEACHER: _____

TUTOR TEACHER: _____

DATE: _____

TIME	USE OF .2 TIME
NOTES	

Programme

.2 support Teacher may carry out classroom teaching programmes as planned by classroom teacher.

.1 support teacher may carry out classroom teaching programmes as planned by classroom teacher