

Employment of Beginning Teachers, Mentor Teachers and Overseas-Trained Teachers

Beginning Teachers

Upon employment of a first year beginning teacher for 0.5 FTTE or more in a primary or area school, the school will [apply to receive an additional time allowance](#) of 0.2 FTTE for the first 12 months of that teacher's employment and 0.1 FTTE for full time beginning teachers for the second. For the purposes of this time allowance, the Ministry's Staffing Orders define a beginning teacher as follows:

“Beginning teacher” means a registered teacher who at that time, has completed less than 24 months' teaching; and at that time, holds a teaching position to which the teacher was appointed for a period of at least 10 weeks.

This beginning teacher time allowance must be used to provide the beginning teacher with a robust advice and guidance programme geared towards enabling that beginning teacher to gain their practicing certificate. That includes assigning a fully registered teacher as that beginning teacher's mentor teacher.

The beginning teacher time allowance forms part of the school's overall staffing entitlement for the duration of each beginning teacher's employment at the school. That time allowance is 0.2 FTTE for first year beginning teachers employed 0.5 FTTE or more and 0.1 FTTE for a full time second year beginning teacher

In primary schools, it is the school's discretion as to how that time is used, as long as it is contributing directly to the beginning teacher's advice and guidance programme.

In an area school each beginning teacher has a specific entitlement to that time to be non-contact time as set out in clause 2.10 of the Area School Teachers Collective Agreement:

2.10 Beginning Teacher Time Allowance

2.10.1 Trained beginning teachers in their first year of a provisional appointment who are employed fulltime shall be an 0.8 charge against the school staffing entitlement but shall receive full salary and shall not have more than 20 hours of allocated duties during normal school hours each week. Trained beginning teachers in their first year who are less than full-time but who are employed for 0.5 or more of a full-time load shall receive 0.1 FTTE. These time allowances are for advice and guidance purposes.

2.10.2 Trained beginning teachers in their second year who are employed full-time shall be a 0.9 charge against the school staffing entitlement but shall receive full salary. These teachers shall receive 0.1 FTTE time allowance for advice and guidance purposes.

2.10.3 For clarity, the time allowances provided in clause 2.10 shall operate to reduce the maximum timetabled classroom teaching time specified in clause 4.2 of this agreement

The advice of NZEI Te Riu Roa is that a mentor teacher should not be assigned to more than one beginning teacher at one time. Allocating more than one beginning teacher to a mentor teacher is unfair to both parties. The beginning teacher can only receive the advice and guidance they require through having a dedicated mentor teacher and a mentor teacher can only receive one mentor teacher allowance regardless of whether they are mentoring one beginning teacher or more than one.

NZEI Te Riu Roa encourages schools to employ beginning teachers on a permanent basis. You are also encouraged to refer to the section of the Principals' Kit which deals with fixed term employment. Under no circumstances is it justifiable to employ a beginning teacher on a fixed term basis as a trial to see how they measure up. That judgement must be made through having a robust interview and appointment process.

Principals are ultimately responsible for recommending to the Teaching Council that a beginning teacher is fit to be awarded their practicing certificate. To ensure that you can do so with confidence you should take the following steps:

- Allocate a suitably experienced teacher as the beginning teacher's mentor teacher.
- Meet regularly with the mentor teacher to monitor the beginning teacher's progress.
- Schedule meetings with the beginning teacher at least termly to check in with them on how they believe they are progressing.
- Be clear about your expectations with both the mentor and the beginning teacher.
- Ensure that any concerns about the beginning teacher's practice are being raised in a timely manner and plans have been developed to address those concerns. *Note: a beginning teacher should not reach the end of the provisionally certificated period and then be confronted with concerns that have not previously been raised.*

The Teaching Council has clarified their expectations of induction and mentoring programmes as follows:

It is expected that an induction and mentoring programme will align to the professional growth cycle in each setting. However, there will be additional activities designed to support the teacher (mentee) to use and meet the Standards / Ngā Paerewa with independence. Observations and conversations will be more frequent than required in a professional growth cycle

If you have a provisionally certificated beginning teacher who is moving on to another school before completing their induction and mentoring period, that teacher should be reminded of and supported to take full documentation of their period of provisionally certificated teaching at your school. Equally, you should expect a beginning teacher coming into your school during that period of provisionally

certificated teaching to provide you with documentation of their induction and mentoring programme at their previous school.

Mentor Teachers

When approaching a teacher about mentoring a beginning teacher, it is preferable that this is a role that the teacher takes on willingly. While there may be cases when you will have to require this regardless of the teacher's wishes, this is not ideal. Mentor teachers should be fully certificated teachers who you believe are/can be skilled adult educators and teachers who have demonstrated empathy in their inter-staff relationships. Taking on a mentor teacher role is a part of the professional responsibilities of teachers.

Mentor teacher allowance

A Mentor Teacher who is assigned to mentor a beginning teacher for up to one school year is entitled to an allowance as follows:

- A mentor teacher assigned to mentor a first year beginning teacher who is employed for 0.8 FTTE or more is entitled to an allowance of \$4000.
- Where a first year beginning teacher is employed for at least 0.5 FTTE and up to 0.8 FTTE, the assigned mentor teacher is entitled to an allowance of \$1000
- A mentor teacher assigned to support a full time second year beginning teacher is entitled to an allowance of \$4000

Overseas-Trained Teachers

Schools can also access an overseas-trained teacher time allowance for qualifying overseas-trained teachers, who are defined as follows:

Qualifying overseas-trained teacher means a teacher who:

- (i) has qualifications that are recognised for New Zealand teacher registration; and
- (ii) has been appointed to their first teaching position in a New Zealand State or State integrated school; and
- (iii) has completed less than 12 months' teaching in a New Zealand State or State integrated school; and
- (iv) has been employed full-time from within the school's total regular staffing allowance; and
- (v) has been appointed for a minimum of 20 weeks

The time allowance does not apply if that teacher has been eligible for the beginning teacher time allowance

The overseas teacher time allowance in respect of a qualifying overseas-trained teacher is 0.1 FTTE. This applies for a maximum period of 20 weeks in an area school and 10 weeks in a primary school.