

Human Resources

Program Conditions Career Change Program



CAREER CHANGE PROGRAM CONDITIONS

CONTENTS

OVERVIEW	3
FUNDING AND RESOURCES	3
Previous Programs (2006 and 2007 intake)	3
SALARY	3
STUDY ALLOWANCE	4
RETENTION INCENTIVE.....	4
STUDY LEAVE AND WORK ALLOCATION	4
PERFORMANCE ASSESSMENT AND TEACHER REGISTRATION PROCESS	4
SUPERVISION AND MENTORING	5
A Paradigm for Effective Support.....	5
Mentors.....	5
Supervisors.....	6
INDUCTION	6



Australian Government



Department of Education and
Early Childhood Development

OVERVIEW

Trainees appointed under the Career Change Program will work at a designated school and undertake a training period (normally two years) of combined teacher education study and classroom experience. Trainees will undertake classroom duties under the general supervision of an experienced teacher mentor.

On successful completion of the training period, trainees will be offered ongoing employment in the Teaching Service, subject to a probationary period.

Where practicable, trainees will commence the training period in their designated school in the November of the year selected.

FUNDING AND RESOURCES

Schools will be required to commit to an ongoing vacancy, preferably full-time, but, if part-time, at a time fraction no less than 0.6.

The school will be responsible for the payment of the Trainee's salary from the commencement of employment (late November/early December in most cases) from within the Student Resource Package.

The Centre will fund all trainee Study Support Allowances. In addition, the Centre will provide the school with a subsidy to compensate for study leave absences up until the time the trainee completes his or her studies. The subsidy is paid in advance every six months, with the first payment made in February. The subsidies are as follows:

- For all trainees undertaking - 0.2 of the Paraprofessional Class Level 1, sub division 1-3 salary will be paid in the first year and 0.2 of the Paraprofessional Class Level 1, 1-4 will be paid in the second year of study.

Schools will need to provide appropriate facilities and equipment (e.g. computer, internet access) that allow the trainees to fulfil their study commitments.

Previous Programs (2006 and 2007 intake)

For the 2006 and 2007 trainee intake, the subsidies paid were:

- For trainees undertaking part-time studies - 52 days CRT (approximately \$12,000) in the both the first and second years of study*.
- For trainees undertaking equivalent full-time studies - 62 days CRT costs (approximately \$14,000) and 52 days CRT (approximately \$12,000) in the second year of study*.

**Where the trainee commenced on the program in late November/early December 2006, schools were provided with an additional 10 days CRT funding (added to the February 2007 instalment). Schools needed to provide appropriate facilities and equipment (e.g. computer, internet access) and flexibility in time-tabling that will allow the trainee one clear day's study leave per week, and leave to attend on-campus course workshops as required.*

SALARY

Trainees will be paid a commencing salary the equivalent to subdivision 3 of the Paraprofessional Class salary range. They will be eligible to participate in the performance and development arrangements available to paraprofessionals including access to salary progression during the training period. For Paraprofessional salary rates see: [Salary Rates](#).

There may be some part-time vacancies offered under the program, with a minimum time-fraction of 0.6. In this case commencing salary will be the pro-rata equivalent of the full-time salary.

Following the successful completion of their teacher education course, trainees will be paid at the minimum salary rate of the Graduate Teacher range. Payment above this rate would be determined in accordance with normal Departmental procedures.

STUDY ALLOWANCE

Trainees will be responsible for the payment of course fees, but will receive a taxable lump sum allowance to assist with the costs of study and relocation.

The allowances will only be paid whilst study is being undertaken and will be paid in six monthly instalments (in January and July).

RETENTION INCENTIVE

Career Change Trainees will be expected to remain at their appointing school during the training period.

Appointees to a designated hard to staff or other rural school will be eligible for a \$4,000 Retention Incentive, payable if they are still based at the appointing school two years after the successful completion of teacher training (excluding periods of unpaid leave).

STUDY LEAVE AND WORK ALLOCATION

Trainees will be granted paid study leave as follows:

- One clear day's study leave per week will be available from the beginning of the school year until the completion of teacher education course requirements. As far as possible, the leave should be scheduled in accordance with the requirements of the teacher education course.
- Paid study leave will be available to attend all compulsory on-campus teacher education workshops held during term time.

Schools should provide flexibility in time tabling that will allow the trainee one clear day's study leave per week, and leave to attend on-campus course workshops as required.

For full-time trainees, the maximum face to face teaching load in the first year will be 15 hours per week or 18 by 50 minute periods per week. (Note – This is calculated by discounting the normal full-time load (20 hours) by 0.2 for study leave, and a further 5%). This can be increased to 16 hours (or 19 periods) per week in the second year.

A similar formula will apply to part-time trainees, i.e. 20 hours times their paid time fraction less 0.2 for study leave less a further 5% in the first year.

PERFORMANCE ASSESSMENT AND TEACHER REGISTRATION PROCESS

New teacher graduates are normally given provisional teacher registration status in their first 12 months of teaching, and progress to full registration only after they have provided evidence that they have met the Victorian Institute of Teaching's eight standards of professional practice. A portfolio of evidence is collected progressively during their initial 12 months employment and is presented to a school-based panel for final assessment in Term 4. The principal's recommendation then accompanies the teacher graduate's application for full registration to the Victorian Institute of Teaching.

Because a large component of Career Change Trainees' training is school-based, they will be eligible to collect this evidence of professional practice during their training period. This will enable trainees to satisfy the requirements of full teacher registration at the successful completion of their teacher education studies, i.e. at that time the trainee will automatically be granted full registration status and will not have to serve a further 12 months as a provisionally registered teacher.

The same process will serve as the basis of the trainee's performance and development assessment for the purposes of salary progression in their first year of training.

SUPERVISION AND MENTORING

A Paradigm for Effective Support

Feedback from trainees, principals and university staff involved in previous career change programs suggests that trainees will experience feelings of support and success when:

- They have an initial period where the teaching load is light and there is ample opportunity to observe experienced teachers;
- They are teamed up with an effective mentor who is supportive, empathic and available to meet with them on a regular basis;
- The Principal shows personal interest in their wellbeing;
- They are not assigned the most difficult classes to manage; and
- Other teacher colleagues on staff show interest and support.

It is suggested that schools take into consideration that trainees might have experience of workplaces that operate in a less collegiate manner and with varying degrees of accountability.

Furthermore, given the nature of the program whereby trainees enter the classroom with only a broad exposure to content and delivery in their teaching methods, sharing of resources by subject co-ordinators / experienced teachers should be encouraged.

Mentors

Schools are required to identify an experienced mentor, preferably from the trainee's subject area(s). Mentors will be required to attend a two-day university organised mentor program in December during the first phase of the summer school. Travel and accommodation costs (if required) will be available.

Schools should work closely with the university provider to ensure that effective induction and mentoring support is provided to trainees.

Induction and mentoring support for trainees should be consistent with Victorian Institute of Teaching and Department guidelines and resources.

Mentors should be available to meet regularly with the trainee and should set aside some time to observe their teaching. They will play an active part in the trainee's initial induction and will have an ongoing role in relation to such responsibilities as:

- Oversight of the planning and implementation of class programs;
- Professional support with regard to teaching methods, student welfare and assessment procedures and related matters;
- Providing personal support to the trainee (e.g. discussing or resolving any workplace issues or problems);

- Coaching, where necessary, to provide the trainee with specific work skills or knowledge;
- Reviewing and discussing progress and developmental needs; and
- Liaison with the Trainee’s course supervisor, including giving and receiving feedback on trainee progress and discussion of trainee developmental needs.

Some of the Mentor responsibilities could be assigned to other suitable staff within the school.

Supervisors

Trainees obtain “Permission to Teach” approval from the Victorian Institute of Teaching, as for paraprofessionals, and are thus not required to be directly supervised whilst taking classes, except when some direct observation of their classes is required for the purposes of satisfying course practicum requirements. Nonetheless, schools will need to appoint a supervisor, who might share responsibility for components of the induction program and who would be responsible for matters relating to trainee assessment. The supervisor should not be the same person as the mentor and ideally should be someone from the school’s leadership team.

INDUCTION

Induction for new trainees should begin as soon as the trainee commences. In particular, trainees should be provided with ample opportunity to observe experienced teachers taking classes in the initial stages of their employment. Reporting back on these observations is to be a formal part of Term 1 course requirements.

Schools will be expected to support the trainee through an effective induction program, which should include:

- Providing information and arranging activities that will facilitate assimilation into the school and local community;
- A range of learning opportunities (e.g. shadowing, team teaching, observation and participation in meetings and whole school activities) that will facilitate the Trainee’s introduction to classroom teaching; and
- A range of professional development opportunities that will foster the Trainee’s development as a classroom teacher and complement learning experiences gained in teacher education study.