



PROCEDURES FOR MANAGING PROBATIONARY TEACHERS

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PROCEDURES FOR MANAGING PROBATIONARY TEACHERS

INTRODUCTION

Part A of this document sets out the procedures for managing and assessing probationary teachers.

Part B of this document sets out the procedures for managing and supporting probationary teachers who are experiencing difficulties with their teaching performance.

PART A: PROCEDURES FOR MANAGING AND ASSESSING PROBATIONARY TEACHERS

1. *What is a Probationary Teacher?*

A probationary teacher is a teacher who is appointed to a school pursuant to Section 48 of the *Teaching Service Act 1980*. The appointment is as a member of staff in a permanent full-time or permanent part-time capacity. Probationary teachers include teachers who are re-employed following a period of separation from the Department.

A New Scheme probationary teacher is a teacher who has:

- *never been employed to teach in NSW before Term 4 2004 (either on a permanent or casual basis) OR*
- *not been employed as a teacher during the last five years.*

Probationary teachers are beginning teachers and as such should have the support of an appropriate induction and structured supervisory program. An effective school-based beginning teacher induction program:

- develops beginning teacher competence
- establishes strong, positive and professional relations between beginning teachers and others responsible for the provision of support and supervision
- bases itself on partnerships in workplace learning and teacher professional development
- focuses on teacher professionalism
- incorporates reflective practice and beginning teacher self-evaluation
- changes over the course of the year to meet the emerging needs of beginning teachers and provides flexibility
- links beginning teachers, mentors and supervisors to support networks of their counterparts in different schools

Educational leaders have a responsibility to support and guide teachers entering the profession. Effective induction practices embedded in the work of schools provide a strong foundation for teachers' professional learning and development. School-based induction practices, that incorporate mentoring and effective supervision, provide teachers with comprehensive professional support during their early years of teaching. *The Induction of Teachers Kit* is a valuable resource to support the school's induction program.

2. Assessment of Probationary Teachers

During the first year of service, the probationary year, the principal is required to inform beginning teachers of the criteria and procedures by which they will be assessed and report on the progress of each probationary teacher. The Professional Teaching Standards framework, established by the Institute of Teachers, at 2.1 outlines the elements to be used as a common reference point in the assessment of probationary teachers. This document is available on the intranet at <http://nswteachers.nsw.edu.au/library/Endorsed.html>

Assessment of probationary teachers will usually involve formal lesson observations by the supervisor and the principal. A report will be prepared and the principal will discuss the proposed contents of the report with the probationary teacher. The probationary teacher will see the written report and be asked to sign the original copy.

Principals are required to submit this report on probationary teachers in their first year of service through the School Education Director.

Written reports on probationary teachers are prepared and submitted no earlier than the completion of two terms from the date of appointment. The report is at Attachment T. The report will make a specific recommendation on the probationary teacher's efficiency in satisfying the requirements for the position held which, following a 30 day appeal period, determines the probationary teacher's efficiency. Probationary teachers who satisfy the requirements for the position held will be awarded a *Teacher's Certificate*.

New Scheme Teachers will also be required to be accredited at the level of Professional Competence. The Principal's report for New Scheme Teachers will make a specific recommendation for these teachers in relation to satisfying the requirements for accreditation. The report for New Scheme Teachers is at Attachment T1.

In the event that the probationary teacher does not satisfy the requirements for the position held their services may be terminated through annulment under Section 48 of the *Teaching Service Act 1980*.

2.1 Professional Teaching Standards Framework (established by the Institute of Teachers at the level of Professional Competence)

Professional Knowledge

- Teachers know their subject content and how to teach that content to their students

- Teachers know their students and how they learn

Professional Practice

- Teachers plan, assess and report for effective learning
- Teachers communicate effectively with their students
- Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Professional Commitment

- Teachers continually improve their professional knowledge and practice
- Teachers are actively engaged members of their profession and the wider community

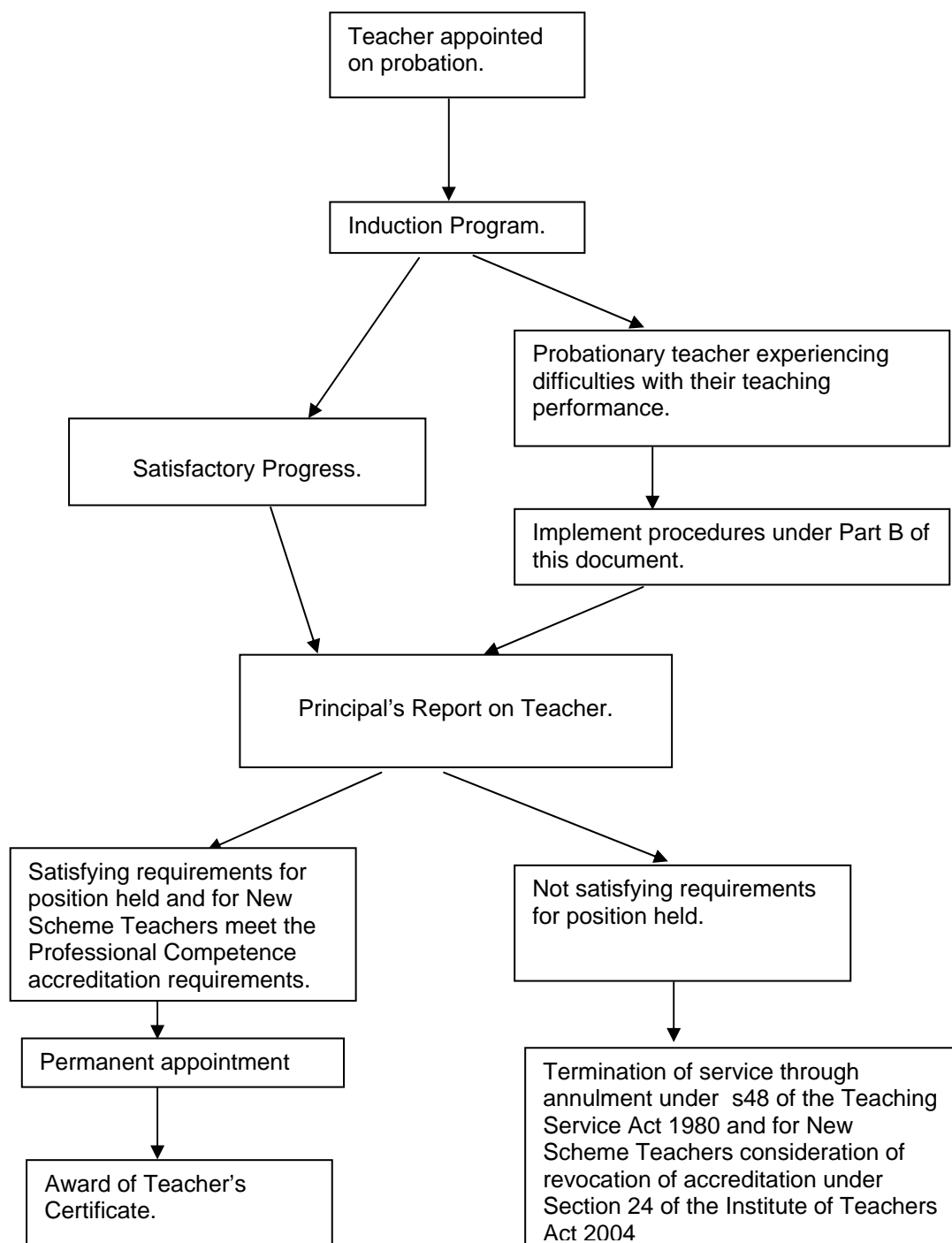
3. *Relationship to Teacher Assessment and Review Schedule*

While a probationary teacher's efficiency can be questioned at any time during the school year, all teachers will have their efficiency assessed annually through the *Teacher Assessment and Review Schedule* (TARS).

4. *Relationship to Accreditation*

New Scheme teachers, i.e teachers employed to teach in a NSW school for the first time after 1 October 2004 or teachers who are returning to teaching after five or more years, also require accreditation with the Institute of Teachers. Failure to satisfy requirements for the position held may have implications for accreditation.

OVERVIEW OF PROCEDURES FOR MANAGING PROBATIONARY TEACHERS



PART B: PROCEDURES FOR MANAGING PROBATIONARY TEACHERS WHO ARE EXPERIENCING DIFFICULTIES WITH THEIR TEACHING PERFORMANCE

1. INTRODUCTION

In the event that a probationary teacher is experiencing difficulties even though they have been adequately supported in the induction program, then support through Part B of the procedures will be implemented.

2. PRINCIPLES

2.1 Overview

These procedures and timelines must be implemented at any time during the school year where a principal has identified that a probationary teacher is experiencing difficulties with his or her teaching performance. Probationary teachers are beginning teachers whose teaching skills are developed over a period of time.

These procedures apply to all probationary teachers who are identified as experiencing difficulty with their performance.

A key focus of these procedures is the provision of support to assist teachers to improve their performance. The implementation of these procedures will be supported by training.

Another element of these procedures is that documentation to support the process and its outcome is developed on an ongoing basis, and that the teacher is provided with the documentation as it is developed and given the opportunity to provide their comments.

The Department of Education and Training is committed to ensuring that it has efficient teachers who are skilled and dedicated to meeting the needs of students, schools and the public education system. Basic principles underpinning this commitment are:

- Students have a right to be taught by competent teachers;
- Teachers are responsible for performing their duties efficiently and competently;
- Principals are responsible for implementing a supportive improvement program for probationary teachers who are experiencing difficulties with their teaching performance promptly and fairly;
- Teachers have the right to support throughout these procedures;
- The school is the most effective environment in which to foster teacher improvement;
- The Department of Education and Training has a responsibility to provide appropriate support and to take appropriate action, including dismissal, when it is evident that a probationary teacher's performance has failed to improve following the implementation of an improvement program;

- Once a teacher has been placed on an improvement program it is in the interest of all parties that the matter be resolved in accordance with the principles, responsibilities, procedures and timelines in this document.

2.2 Procedural Fairness

When implementing these procedures all Department of Education and Training officers must act in a manner consistent with the principles of procedural fairness. Procedural fairness includes:

- The teacher's right to be informed by the principal about any difficulties the teacher is experiencing in their teaching performance and how the issues will be addressed;
- The teacher's right to be given a copy of these procedures when they are first informed of the difficulties in their teaching performance;
- The teacher's right to be heard, which includes the right of the teacher to put their views on the matter and respond to the difficulties identified;
- The teacher's right to impartial decision making including:
 - the right to impartiality in all phases of the process;
 - the right to an absence of bias in the decision maker(s); and
 - the right to know the explicit action that will be taken.

Officers or persons supporting and making decisions about a teacher who has been identified as experiencing difficulties in their teaching performance must act justly and be seen to act justly.

2.3 What is Teacher Efficiency?

Teacher efficiency is defined as the level of performance that a probationary teacher is required to meet.

Probationary teachers who fail to meet the required level of performance disadvantage the education and welfare of students and can impact on the workload and morale of colleagues. Action to improve efficiency is essential. This is a shared responsibility of the teacher, executive staff and the principal. If a probationary teacher fails to respond adequately to a structured improvement program the probationary appointment may be terminated through annulment under Section 48 of the *Teaching Service Act 1980*.

It is important to remember that teachers may be experiencing difficulties which affect their efficiency for a number of reasons including:

- a) professional problems including classroom management, teacher student relationships, planning, communicating;
- b) school management, organisation and system issues;

- c) personal difficulties being experienced both within and outside the school. Principals should be both sympathetic and take care to understand the reasons for personal difficulties experienced by members of their staff; and
- d) health problems. Where a probationary teacher's difficulties in their teaching performance might be related to a health problem, fitness to continue teaching may be determined by referral to HealthQuest. (See Section 10.2 of the *Teachers Handbook* for further information about referral to HealthQuest.)

If any of the issues in (b), (c), or (d) are identified, strategies to address these issues should be developed and implemented prior to or concurrent with the implementation of an improvement program.

2.4 Misconduct

It is necessary to distinguish between failure to meet the required level of performance and misconduct. Misconduct may be a single incident which can be proved or disproved. One incident of a teacher having difficulty does not prove that the teacher is not meeting the required level of teaching performance but simply shows that he or she has experienced difficulty once.

Whilst misconduct can be an isolated or specific event, failure to meet the required level of teaching performance is a pattern of behaviour. Misconduct may require a prompt disciplinary response, in contrast to the process for managing teachers who are experiencing difficulties with their teaching performance which is a more comprehensive and developmental process.

The procedures must be implemented before a teacher can have their efficiency identified as causing concern on TARS.

3. RESPONSIBILITIES

3.1 Responsibilities of the Department

The Department of Education and Training is responsible for providing students with a range of opportunities to develop the knowledge and skills to take their place as capable and responsible citizens. This includes providing quality teaching, effective management and positive, safe learning environments.

The Department is committed to providing a safe working environment for teachers and to providing training and development opportunities to assist them in providing a broad range of educational opportunities for students. This will include an appropriate induction program.

The Department has a responsibility to provide appropriate support and to take appropriate action, including dismissal, when it is evident that a teacher's performance has failed to improve following the implementation of an improvement program.

The Department also has a responsibility for providing support mechanisms, such as the *Employee Assistance Program*, to assist staff who may be experiencing problems that are impacting on their performance.

3.2 Responsibilities of Principals

Principals are responsible for the provision of educational leadership in the school. This includes the provision of structured induction programs, allocation of appropriate classes, professional development opportunities and the availability of appropriate resources, including development programs and advisory, supervisory and support practices, particularly for teachers experiencing difficulties with their teaching performance.

Principals have an ongoing accountability for the supervision of teachers' work and the identification, at an early stage of difficulties teachers may be experiencing in their teaching performance. Decisions about whether teachers are performing at the level required will be made in the context of the professional judgement exercised by principals and executive staff.

In fulfilling their responsibility for the leadership and management of staff in schools, including dealing with instances where teachers are experiencing difficulties with their teaching performance, principals have a particular responsibility to:

- implement an Induction Program;
- ensure the performance of probationary teachers is monitored on an ongoing basis and appropriate feedback is provided;
- properly inform teachers who have been identified as experiencing difficulties with their teaching performance about these procedures and timelines and of any statements or decisions arising from the procedures which affect them;
- ensure that teachers who have been identified as experiencing difficulties with their teaching performance receive guidance and support through a formal negotiated and documented improvement program (See Section 10 for further details of support available);
- ensure that probationary teachers have the opportunity to respond to statements or decisions arising from the application of these procedures and properly consider such responses;
- prepare all relevant documentation; and
- *provide advice regarding accreditation requirements for New Scheme Teachers at the level of Professional Competence.*

3.3 Responsibilities of Probationary Teachers

In performing their duties to the level required, teachers have a particular responsibility to:

- assess and enhance their own performance and professional growth;
- seek assistance from colleagues, including executive staff if they are

experiencing difficulties; and

- participate in an improvement program designed to assist them to improve and overcome any difficulties in their teaching performance.
- *New Scheme Teachers have a responsibility to meet the accreditation requirements at the level of professional competence as established by the Institute of Teachers;*

4. LEAVE

Teachers are expected to participate in the negotiated improvement program within the time frame specified. Should it be necessary for probationary teachers to take leave during this period the following section clarifies the provisions to apply.

4.1 Sick Leave

Teachers who are sick whilst on an improvement program are able to apply for sick leave in accordance with the provisions contained in the Sick Leave section of the *Teachers Handbook*.

Unless a satisfactory medical certificate is submitted, teachers in their first three months of service are only entitled to five days sick leave with pay. Any additional sick leave taken in the first three months will be granted without pay. Should sick leave without pay be granted, the period is reviewed on completion of twelve months service.

Teachers should be aware however, that if they take periods of sick leave during an improvement program, on the teacher's return to work the process will resume from the point it was at before the teacher started sick leave. (In some instances the return to work may be supported by a rehabilitation program.)

A teacher who takes sick leave during an improvement program may be referred to HealthQuest to determine his or her fitness to resume work and participate in the improvement program. If HealthQuest determines that the teacher is fit to participate in an improvement program the process will resume immediately, and where appropriate, in accordance with HealthQuest recommendations.

Where a teacher on an improvement program takes sick leave, principals are to forward the teacher's sick leave form to Teacher Services and, at the same time, forward a copy of the sick leave form to Employee Performance and Conduct using the fax cover sheet at Attachment S. Employee Performance and Conduct will consider this information when determining whether a referral to HealthQuest is appropriate.

4.2 Workers Compensation

A workers compensation claim submitted by a teacher who is on an improvement program, or who is subject to disciplinary action, is to be managed in accordance with the procedures outlined in memorandum DN/04/00040, *that is Notification of injury or incident* form must be sent to GIO and the relevant School Education Director within 48 hours of the principal becoming aware of the injury or condition. Employee Performance

and Conduct should also be notified.

If a teacher who is on an improvement program, or who is subject to disciplinary action because of failing to meet the level of performance required, submits a workers compensation claim for psychological injury, the principal must state that the teacher has had difficulties identified with their performance on the *Notification of injury or incident* form.

5. APPLYING FOR TRANSFER

Generally, applications for transfer will not be actioned for teachers who are on an improvement program, or who are subject to disciplinary action because of failing to meet the level of performance required. Decisions about whether a transfer is actioned in such circumstances will be made by the Director, Employee Performance and Conduct.

6. RESIGNATION

Where a teacher submits a notice of resignation whilst on an improvement program, such notices will be considered on a case by case basis by the Director, Employee Performance and Conduct in consultation with the General Manager, Industrial Relations and Employment Services.

Where the Director, EPAC, accepts the notice of resignation of a teacher on an improvement program, the probationary teacher will be advised in writing of the circumstances under which any future application for employment will be considered.

7. DISPUTE RESOLUTION PROCEDURES

Subject to the provisions of the *Industrial Relations Act 1996*, should any dispute arise about the implementation of the procedures, then the following procedures should apply:

1. The employee and/or Federation workplace representative will immediately raise the dispute with the principal.
2. Should the matter not be resolved within two days the matter will be referred to the School Education Director and the appropriate Federation officer for resolution.
3. Where the procedure in paragraph 2 above of this subclause does not lead to resolution of the dispute within five days, the matter will be referred to the General Manager, Industrial Relations and Employment Services of the Department and the General Secretary of the Federation. They or their nominees will negotiate an agreed method and time frame for resolving the matter.
4. Should the above procedures not lead to a resolution, then either party may make application to the Industrial Relations Commission of New South Wales.

8. PROCEDURES TO BE IMPLEMENTED AT THE SCHOOL WHEN A

PROBATIONARY TEACHER IS EXPERIENCING DIFFICULTIES WITH THEIR TEACHING PERFORMANCE

8.1 *Initial Meeting with the Probationary Teacher*

The principal is to meet with the probationary teacher to inform the teacher of the difficulties as soon as possible. The member of the executive staff who is to oversight the implementation of the improvement program is to attend. The probationary teacher is to be informed beforehand that they may have a support person present and to be given the name of the executive staff member who will attend the meeting. At this meeting, the probationary teacher is to be:

- given a copy of these procedures;
- advised of the areas of their performance where difficulties have been identified;
- advised of the expectations for improvement and that an improvement program will be developed immediately in consultation with the teacher and implementation will commence no later than one week from the date of this meeting;
- advised of the executive staff member who is responsible for overseeing the implementation of the improvement program;
- informed about the types of support available (Section 10 of the procedures details the support available);
- advised that they may wish to contact the NSW Teachers Federation;
- advised that their name will be flagged on the computerised personnel system;
- advised that they will get a copy of the principal's checklist and a record of the initial meeting; and
- advised that they should complete documentation about this meeting.

In addition, the date of the meeting to develop the negotiated improvement program within the next week is to be negotiated and confirmed.

See Attachments A and B for a checklist and summary report for this meeting.

See Attachments C and D for documentation the probationary teacher is to complete in relation to this meeting.

8.2 *Advice to the School Education Director and Employee Performance and Conduct.*

The principal is to orally inform the School Education Director that the probationary teacher who has undertaken an appropriate induction program has been advised that they are not meeting the level of performance required and that a structured and

developmental improvement program is being negotiated and implemented. The School Education Director will discuss the type of support that may be required for the implementation of the improvement program with the principal.

The principal is also to inform Employee Performance and Conduct (EPAC) that the probationary teacher has been advised that they are not meeting the level of performance required and that a structured and developmental improvement program is being negotiated and implemented. EPAC will ensure the probationary teacher's name is flagged on the computerised personnel system.

The proforma at Attachment E is to be used to formally notify the School Education Director and Employee Performance and Conduct.

8.3 *Improvement Program*

The improvement program is to be negotiated and documented and should clearly indicate:

- areas of performance where difficulties have been identified;
- standard of performance required;
- time frame of the program;
- possible strategies to overcome the areas of concern;
- support to be provided;
- specific indicators to demonstrate improvement; and
- process for monitoring and feedback and timetable for formal review meetings.

A checklist for the development of an improvement program is at Attachment F.

A proforma for the development of an improvement program is at Attachment G.

A report to be used during the improvement program for classroom observation is at Attachment H.

8.4 *Formal Review Meetings*

Formal meetings of the executive staff member responsible for overseeing the implementation of the improvement program and the probationary teacher (with a support person if requested) are to be held regularly to consider progress, and provide feedback, solve any problems and determine future action. The timetable for these review meetings is to be included in the improvement program. The executive staff member and the teacher may change, and document any changes, to this timetable during the period of the improvement program. The principal is to retain documented records of all review meetings (See Attachment I) which are to be made available to all staff participating in the review meetings.

The probationary teacher may wish to provide his or her comments about the formal review meetings (See Attachment J).

8.5 Outcomes of the Improvement Program

At the conclusion of the ten week period, the principal is to formally meet with the probationary teacher and the executive staff member to consider progress made. The principal will complete the report at Attachment M and the teacher can comment on this report by completing Attachment N. The outcome will be:

- If there has been improvement and the teacher has been assessed as meeting the level of performance required:
 - the principal will advise the School Education Director and EPAC and the flag will be removed from the teacher's record on the computerised personnel system (See Attachment K); and
 - the teacher is to be advised in writing by the principal that they have met the required level of performance and that no further action will be taken (See Attachment L);
- If there is some improvement but further support is needed for the teacher to meet the required level of performance, a further improvement program may be negotiated and the probationary period may be extended;
- If there is no improvement in the probationary teacher's performance the principal will prepare a report to be forwarded to the School Education Director indicating that the probationary teacher's efficiency be determined as not satisfying requirements for the position held and the award of a *Teacher's Certificate*, if appropriate (Attachment T/T1). This could lead to the termination of the probationary teacher's service through annulment under Section 48 of the *Teaching Service Act 1980*.
- In preparing the *Principal's Report on Teacher* (Attachment T/T1) the principal should refer to the *Principal's Report At The Completion Of The Improvement Program* (Attachment M).

9. IMPLEMENTATION OF A FURTHER SUPPORT PROGRAM

If at the conclusion of the ten week improvement program the probationary teacher's performance has demonstrated some improvement but still does not meet the required level of performance, a further improvement program is to be negotiated with the teacher and implemented.

9.1 *Advice to the School Education Director*

The principal is to orally inform the School Education Director that the probationary teacher has been advised that he or she continues to fail to meet the required level of performance and that a further structured and developmental improvement program is being negotiated and implemented. The School Education Director will discuss the further support to be provided for the implementation of the improvement program. The period of probation may be extended.

9.2 *Further Improvement Program*

The further improvement program is to be negotiated and documented and should clearly indicate:

- time frame;
- areas of performance where difficulties continue to be identified;
- standard of performance required;
- possible strategies to overcome the continuing areas of concern;
- support to be provided;
- specific indicators to demonstrate improvement; and
- process for monitoring and feedback and timetable for formal review meetings.

A checklist for the development of an improvement program is at Attachment F.

A report to be used during the improvement program for classroom observation is at Attachment H.

A proforma for the development of a further improvement program is at Attachment O.

9.3 *Formal Meetings*

Formal meetings of the executive staff member responsible for overseeing the implementation of the further improvement program and the probationary teacher (with a support person present if requested) are to be held regularly to consider progress, and provide feedback to solve any problems and determine future action. The timetable for these review meetings is to be included in the improvement program. The executive staff member and the probationary teacher may change, and document changes, to this timetable during the period of the improvement program. The principal is to retain

documented records of all review meetings (See Attachment I) which are to be made available to all staff participating in the review meetings.

The probationary teacher may wish to provide his or her comments about the formal review meetings (See Attachment J).

9.4 Outcomes of the Further Improvement Program

At the completion of a further negotiated period the principal is to meet with the probationary teacher and the executive staff member to consider the progress made. The principal will complete the report at Attachment M, and the probationary teacher can comment on this report by using Attachment N. The outcome will be:

- If there has been improvement and the probationary teacher has been assessed as meeting the required level of performance no further action will be taken and:
 - the principal will advise the School Education Director and Employee Performance and Conduct and the flag will be removed from the probationary teacher's record on the computerised personnel system (See Attachment P); and
 - the probationary teacher is to be advised in writing by the principal that they have met the required level of performance and that no further action will be taken (See Attachment L); or
- If there is no improvement in the probationary teacher's performance the principal will prepare a report to be forwarded to the School Education Director indicating that the probationary teacher's efficiency be determined as not satisfying requirements for position held and award of a *Teacher's Certificate*, if appropriate (Attachment T/T1);
- In preparing *Principal's Report on Teacher* (Attachment T/T1) the principal should refer to the *Principal's Report At The Completion Of The Improvement Program* (Attachment M).

10. SUPPORT TO BE PROVIDED TO PROBATIONARY TEACHERS WHO ARE EXPERIENCING DIFFICULTIES WITH THEIR TEACHING PERFORMANCE

The Department of Education and Training is committed to supporting probationary teachers who are experiencing difficulties with their teaching performance with a view to the probationary teacher improving and meeting the required level of performance.

The negotiated improvement program must include the support to be provided to the probationary teacher to meet the required level of performance. The support should address the individual probationary teacher's needs. Professional support will be provided through a range of ways including:

- Guidance, advice and feedback from the executive staff member responsible for overseeing the implementation of the probationary teacher's improvement program;

- Guidance and advice from appropriate colleagues in the school. This could include mentoring and team teaching arrangements;
- Guidance, advice and assistance from experts in a particular area from the district office, state office or from a neighbouring school. This could include mentoring and team teaching arrangements or the probationary teacher visiting another school to observe teaching practices;
- Expert advice from representatives of the Board of Studies; and
- Advice regarding accreditation requirements for New Scheme Teachers at the level of Professional Competence, as established by the Institute of Teachers.

To enable this support to be implemented, a statewide pool of relief days, over and above school global budget funds is available.

These relief days will be allocated by the Regional Director.

It is recognised that it can be a difficult time for probationary teachers when they are experiencing difficulties with their teaching performance. In these circumstances probationary teachers are encouraged to access the services of the *Employee Assistance Program*.

11. EMPLOYEE ASSISTANCE PROGRAM

The employee assistance program is:

- a professional counselling service
- confidential
- free
- for work related or personal problems
- provided by external, registered psychologists with clinical experience
- voluntary
- operated through self-referral or supervisor referral

What services are available:

- individual face-to-face or telephone counselling
- group counselling
- 24 hour crisis service
- serious incident counselling

- home or work visits if appropriate
- consultation for school principals and college directors/campus managers to deal with difficult situations in the workplace

The Employee Assistance Program can help with:

- relationship difficulties
- interpersonal conflicts
- work-related problems
- alcohol or drug problems
- financial and gambling difficulties
- child and family issues
- personal and work trauma
- grief and bereavement
- harassment and discrimination
- emotional problems
- or any other work-related or personal problem

What do I need to do:

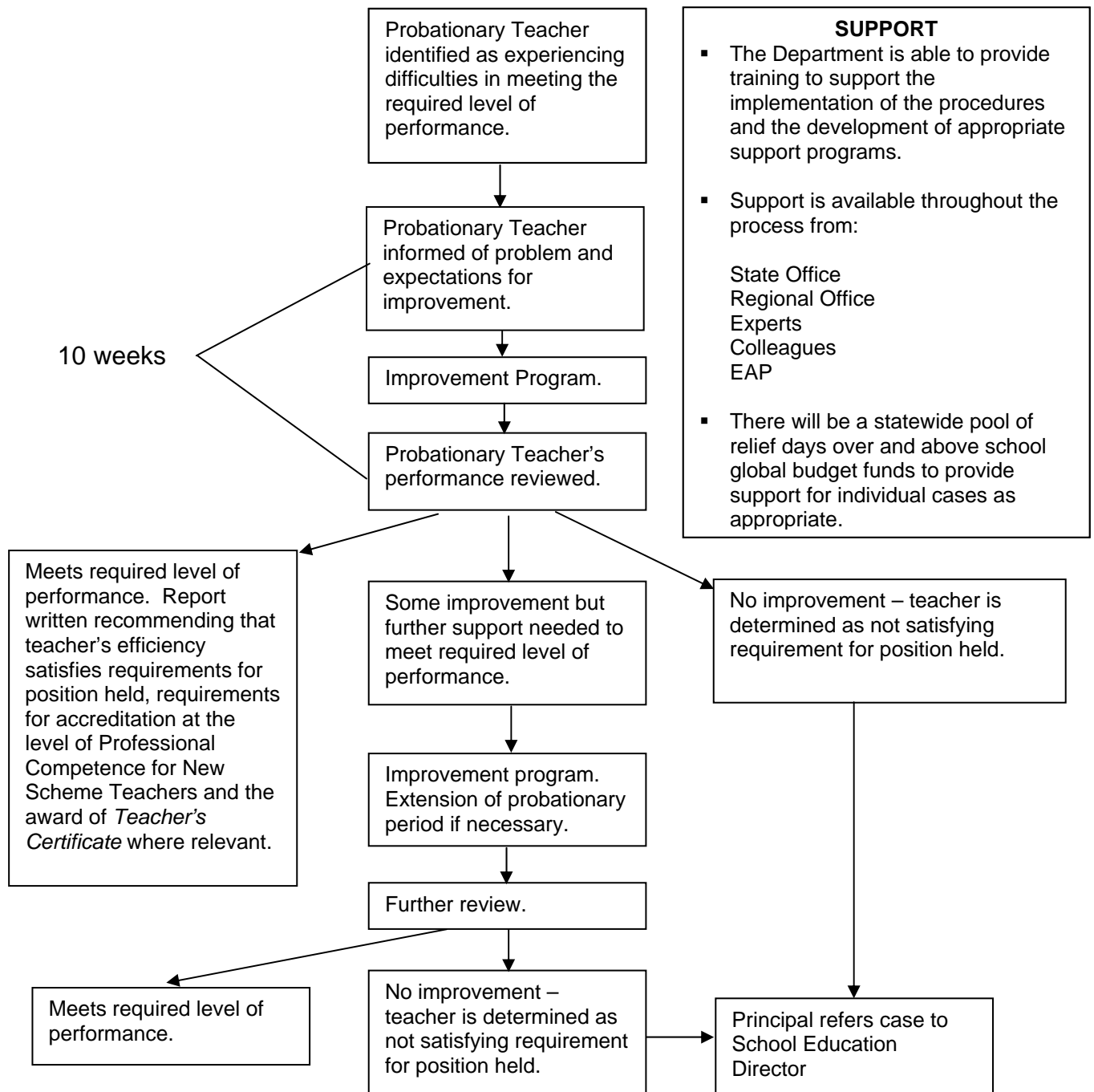
How to access the *Employee Assistance Program*

- you refer yourself for the counselling – there is no need to tell anyone or ask for approval
- telephone the provider for the school education area, state office location or TAFE institute in which you work
- make an appointment outside of work hours
- say whether you want face-to-face or telephone counselling

If you have any questions you should contact your area staff support officer.

OVERVIEW OF THE PROCEDURES FOR DEALING WITH PROBATIONARY TEACHERS WHO ARE EXPERIENCING DIFFICULTIES WITH THEIR TEACHING PERFORMANCE

Procedures to be implemented at the school for dealing with probationary teachers who are experiencing difficulties with their teaching performance.



**OUTLINE OF THE PROCESS FOR DEALING WITH PROBATIONARY
TEACHERS WHO ARE DETERMINED AS NOT SATISFYING REQUIREMENTS
FOR POSITION HELD FOLLOWING REFERRAL OF THE CASE FOR REVIEW**

