



REd e-News

May 2010

In this edition:

- Early Arrival Policy
- Delayed Arrival Protocol
- The Full Teaching Day
- Teacher Performance Feedback
- What if...?!
- WebAllocations 24 / 7
- Anaphylaxis Training & Rebates 2010
- Professional Learning June & July



www.vit.pdi.vic.edu.au



www.redp.com.au

2010 School Term Dates

Term 2: Apr 12 – June 25

Term 3: July 12–Sept 17

Term 4: Oct 4 – Dec 17



www.australiateachers.com

..Book online now.. Professional Learning for the Relief Teacher coming up in June & July

Dear Resource Ed Relief Teachers

We hope that you find this new format of Resource Ed News helpful to you as a timely reference in your work as a relief teacher. Your Area Managers are available to provide you with personalised assistance on a day-to-day basis, and it is important that we also continue to strive to provide you with complete assurance of the simplicity, efficiency and value of our services and support to you. We hope that the information provided in each **REd e-News** will continue to be of interest and importance and we will certainly welcome your contributions to share as well.

EARLY!! ARRIVAL POLICY

Teachers who are successful in their applications to teach with Resource Ed as relief teachers are required to attend a comprehensive Relief Teaching Seminar which describes in detail the expectations of the profession, schools, and the company in terms of their contribution. We now highlight strongly in this Relief Teaching Seminar and Induction our company's policy that arriving at school ON TIME is no longer adequate nor impressive, and that instead we expect our relief teachers to arrive EARLY!!

This expectation is no different to the responsibility that applies to all teachers regularly employed in schools. Every individual teacher has a professional obligation and capacity to determine how early they will arrive depending on a variety of considerations (including the preparation required for each particular role in each particular school on each particular day), in just the same way that teachers leave at the end of their day only after all teaching duties and professional obligations have been met to the satisfaction of all concerned. Teachers neither arrive nor leave "en masse". Actual individual arrival and departure times are not stipulated nor policed, although deadlines can be; the bells are rung in a school only to indicate commencement and conclusion times for supervision and classes.

Schools calling late will be advised of your estimated time of arrival if you accept the position but cannot arrive until after the commencement of class. They will be happy to cover so that you don't need to incur a speeding fine.

DELAYED ARRIVAL PROTOCOL

If through no fault of your own you find yourself unavoidably delayed by unforeseen events you are still expected to advise the school directly or via your Area Manager (see Phone List on P2) as early as possible. School personnel will value the

courtesy of your advisory call, and the resultant inconvenience to someone in the school covering for you will be tempered by some understanding, or knowledge at least, of your temporary predicament.

THE FULL TEACHING DAY

The Early Arrival Policy relates closely to an understanding of what is expected in a "Full Teaching Day". Different relief teachers arrive at different times early in the teaching day and depart at different times when it is deemed that their individual duties have concluded for the day. Regardless of their degree of earliness at the start of day, or the extent of contribution at the end of day, all Relief Teachers receive the same "Maximum Daily Rate" of pay for their work as a replacement teacher. An "inflated" hourly rate of pay exists to calculate part-day entitlements, and the Maximum Daily Rate is calculated at six times the inflated hourly rate as the maximum that applies on any relief teaching day, from arrival to departure.

Unfortunately a belief has developed over time that because a relief teacher's Pay Advice may show the hours 9am – 3.30pm, or similar, (representing the Maximum Daily Rate) that the teacher is not being paid for contributions prior to, or after class times. Resource Ed relief teachers are expected to be available for duties in the same way as the teachers they are replacing, and the Principal is quite entitled to ask replacement teachers to perform duties as required at any time that they are in attendance (with some respect given of course to the reasonable need for breaks).

It is preferred that whenever possible you are not distracted from your classroom teaching preparation opportunities before classes at the start of day for Yard or Bus Duty commitments. Similarly after-school duties may present significant risks in terms of student welfare matters specific to families known to the school but not known to you as a visiting teacher. Sometimes however, a school need can be spontaneous, urgent and unavoidable, so it is expected of you, as principals do of their own staff, to be willing and prepared for such eventualities, despite the personal inconvenience, in the interests of all. Further, it is suggested that your offers to provide duty relief through the course of every school day whenever opportunity permits, is a behaviour that is noticed and valued by school leadership. Generosity is but one trait of the preferred relief teacher.

TEACHER PERFORMANCE FEEDBACK FORMS

Since April our newly registered relief teachers have been required to submit at least four Teacher Performance Feedback Forms within their first ten placements with us. The form is available for you (from our web site) to use as a tool for giving and receiving feedback at the end of any given teaching day of your choosing. The forms can provide data and evidence over time of your effectiveness as a relief teacher, and whilst the forms themselves remain in your portfolio, the analysis of the data can be offered in your CV. Many of our schools are now quite familiar with the form, and can easily arrange for an authorised delegate to debrief with you for just a few minutes at the end of the day, and to sign the appraisal for you.

The three criteria considered on the form, as they appear on our web site, are Professional Attitude and Conduct, Classroom Effectiveness and a Return Score 1 > 5. The conversation and feedback is particularly valuable to the relief teacher who wishes to become known to the Area Manager as a preferred teacher in that school.

WHAT IF?.....!?

We are regularly asked two questions by teachers who are commencing with us.

What if a school offers me a short term contract?

What if a school asks me to work directly for them on their local payroll?

We do not restrain you in any way from accessing a contract opportunity. We constantly welcome back teachers from short term assignments in schools as they resume in hope of their next stint. We are proud that schools are impressed by the suitability of the teachers that they meet through Resource Ed, and that they will embrace you into their own staff with full confidence in your capabilities. School-based teaching is a powerful opportunity for your own professional learning, and it often helps teachers new to relief teaching to understand the many and varied expectations that different stakeholders in the school have of the visiting relief teacher. You see it from "the other side". If you accept a contract of employment please simply advise your Area Manager and Dianne at Head Office who can adjust your availability status and note your anticipated date of resumption with us.

A Resource Ed school requesting you to work directly on its local payroll as a casual relief teacher is understandably rare, and is not regarded as appropriate by school administrators who are respectful of their service agreement with us, the agreement that you have with us, the quality of the relationship that they enjoy with their Area Manager, and the range of significant benefits that they gain internally from the complete "on-hiring" service that they receive. They realise that such silent arrangements create needless financial, organizational and ethical complications for you and for themselves.

Occasionally individuals in schools may form a belief that they personally, and the relief teacher they are trying to lure, will be somehow "better off" if the teacher quietly comes on to local payroll. As they more fully understand and respect the simplicity, savings and the benefits of the total placement system and the services they receive, and when it is realised that the "bottom line" earnings of the single employer (agency) teacher is generally far better than those of the multiple employer (private freelancing) teacher, their desire to go to the effort of making up new agreements, and having to deliver on their promises to you, diminishes.

The temptation may be initially well-intentioned and attractive, but in the end it is usually disadvantageous to all.

ONLINE webAllocations Functions 24/7

Are you accessing your availability and placement information online yet? Many teachers enjoy the convenience of managing their own availability from week to week, (allow at least 3 days in advance, anything immediate requires a courtesy call to the Area Manager), to view their future or past placements, to check the days for which they have been paid, or to refresh their contact details. Call or email Dianne dmloney@redp.com.au if you need to request your personal login details.

ANAPHYLAXIS TRAINING REBATES 2010

Resource Ed is offering rebates to its relief teachers who complete the Anaphylaxis Management Training with an approved provider. Visit our web site to download details of the opportunity and criteria for eligibility. More accredited relief teachers are being sought by schools with significant need.

PROFESSIONAL LEARNING

Relief Teaching Seminars are available to all newly registered teachers on a weekly basis in venues around Melbourne, with regular sessions available in our regional areas. We now also offer a suite of programs as twilight sessions and as whole day programs during the school holidays and on designated pupil free days. Keep an eye out on our web site or on the VIT's Pdi site for details of our next Valuing Relief Teaching, Box of Tricks, Thinking and VELS, Teaching Style Analysis and CV & Application Writing programs currently being scheduled for June & July.

Your AREA MANAGERS:

Outer Eastern Metropolitan – Bill Ogilvie	– 9751 1494
Southern Metropolitan	- Rob McGrath - 8790 2728
Eastern Metropolitan	- Jenny Curtis - 9354 0969
Western Metropolitan	- Julie Dunn - 9327 2791
Bendigo	- Louise McColl - 5443 2497
Geelong	- Kaleena Pont - 5277 1560