Beginning Teacher Time Release Program (BeTTR) Guidelines
1. **Purpose**

The Beginning Teacher Time Release program (BeTTR) provides support to early career teachers (ECTs) through the provision of time-release. This enables ECTs to engage with the variety of supports available within the Department of Education (DoE) that assist an ECT to ultimately develop quality teaching practices, specifically transitioning from a provisionally registered to fully registered teacher. Included in the range of supports provided through BeTTR is a mentoring program that gives ECTs access to high quality mentoring by expert teaching colleagues to support their transition into the workplace and the profession.¹

This Guideline applies to all DoE ECTs who are eligible to access a minimum instructional load time release under BeTTR.

This document supports the DoE Induction Policy and Procedure.

2. **Guideline**

2.1 **Eligibility and Time-Release**

The Teachers Agreement 2019 (No.2) provides that BeTTR applies to teachers who are in their first and second year of employment since graduation and who are employed on a permanent or fixed-term basis for at least one school term at 0.5 full-time equivalent or more.²

Under BeTTR full-time ECTs are able to access a minimum instructional load time-release of two hours per week in the first year, and one hour per week in the second year. Part-time teachers 0.5 full-time equivalent and above can access the time release on a pro-rata basis according to the actual hours worked; e.g. an ECT employed at 0.5 FTE can access one hour instructional load time-release per week.

The purpose of BeTTR will vary according to the needs of each ECT but may include time-release for:

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¹ Recommendation 1, National Review of Teacher Registration 2018
² Teachers Agreement 2019 (No 2), page 12
• Mentoring, including ongoing feedback meetings with senior staff and other experienced teachers and observation of experienced teachers in the classroom;
• Induction programs relating to the school, district and DoE;
• Attendance at formal induction and training courses provided by the Department’s Professional Learning Institute (PLI) https://pli.education.tas.gov.au;
• Additional “time out” for lesson preparation;
• Visiting other schools/colleges – discussions with experienced teachers;
• Meeting with relevant Learning Services curriculum officers;
• Attendance at “awareness meetings” with Learning Services support staff;
• Building a professional network and collaborating directly with other ECTs.

In consultation and agreement with the school or college principal, these hours can be “banked” up to a maximum of the equivalent of six hours to accommodate a block release for the ECT to attend or participate in a full day professional development program or activity. This provides flexibility in meeting the individual professional development needs of the ECT and the operational requirements of the school/college.

Time release under BeTTR should not be a substitute for individual, school or Learning Services professional learning programs – BeTTR is designed to supplement, not replace other learning programs. The professional development activity for each ECT will be tailored in consultation with their mentor and the school principal.

2.2 Early Career Time-Release Funding Form

Time-release funding from instructional load is available for ECTs for two years.

The Early Career Time Release Funding Form for first year ECTs can be accessed here. Each school/college must complete and submit the Form to Learning Service HR Co-Ordinators to access the funded time-release as completion of the form will ensure funding is provided to the school. The intention is that funding provided to schools is used to cover relief teaching for the ECTs time release. A separate form is required for each ECT in a school who is eligible. For ECTs in their second year of teaching Learning Services will arrange the appropriate funding to be paid to the relevant school’s SRP i.e. no form is required.

2.3 Provisional Registration to Full Registration

BeTTR allows ECTs to develop a portfolio to track evidence in practice and will assist to build an evidence base to support their change of category from provisional to full teacher registration. Part of the time-release for ECTs should be dedicated to developing a portfolio of practice, evidence collection, artefact creation and annotation, which can be used to support the application process from provisional to full registration.

2.4 Role of the School Principal

The mentor-based professional development for every ECT under BeTTR is led by the school principal (or a designated school leader) who will take responsibility for:

• identifying and matching practice-focused mentors for ECT;
• applying for BeTTR funding;
• providing funding application forms to regional HR coordinator;
• monitoring the mentor-ECT relationship, their activity and progress;
• advising and supporting both the mentors and ECTs as required.
It is important that time release under BeTTR does not substitute the normal school/college professional learning program(s).

2.5 Mentoring

An important component of BeTTR is providing an ECT with mentoring by expert teaching colleagues. ECTs will be provided job-embedded and practice-focused mentoring through an ongoing relationship with a designated expert teaching colleagues. Practice-focused mentoring is particularly powerful in supporting the transition of teachers to full registration. Ideally an ECT will work with different mentors over time as they progress towards full registration. These mentors will provide ongoing support and guidance to build quality teaching practices towards full registration. Whilst not compulsory, it is advisable that mentors assigned to work with ECTs have attained full registration.

The Professional Learning Institute (PLI) offers various suitable programs on practice-focused mentoring for fully registered teachers who are mentoring ECTs.

3. Related policies
- DoE Induction Policy

4. Related procedures
- DoE Induction Procedure
- Probation Guidelines Teaching Employees

5. Supporting information/tools
- Teachers Agreement 2019 (No.2)
- Teaching Service (Tasmanian Public Sector) Award
- Principals Induction Checklist for New Teaching Employees
- For information about practice-focused mentoring, mentoring activities or professional learning available for both mentors and mentees contact the Professional Learning Institute: https://pli.education.tas.gov.au/
- For information about funding, time-release and to learn if an ECT qualifies for funded time release contact your Learning Services HR Coordinator: South lss.hr@education.tas.gov.au North: lsn.hr@education.tas.gov.au
- For more information about provisional to full registration please contact the Teacher Registration Board: https://www.trb.tas.gov.au/Web%20Pages/Changing%20Registration%20Category.aspx

6. Definitions

Early Career Teacher
An ECT for the purpose of BeTTR is:
- a permanent or fixed-term teacher employed within the Department;
- a teacher in their first two years of employment in the teaching profession;
- employed at 0.5 full-time equivalent or above for at least one school term each year of their first two years of employment.
Instructional Load

The Teaching Service (Tasmanian Public Sector) Award requires teachers to undertake a maximum instructional load of 22 hours per week (primary – which reduces to 21 hours in Term 3 2020) or 20 hours per week (secondary/college).

Instructional load refers to regularly timetabled face-to-face instruction of students and includes:

- timetabled class teacher periods where a class is together for the purpose of receiving administrative instruction and discussing problems which are common to the group;
- timetabled;
  - electives offered in the school curriculum
  - tutorial periods
  - pastoral care periods
  - recreation and sporting activity periods
  - assemblies

Internal Information Only*

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Please check the Department’s website to ensure this is the most recent version.