



Spencer Park Primary School Tandem Teacher Positions Policy (2010)

RATIONALE

A number of tandem positions have been in existence in the school for some years. Tandem teacher positions require special consideration, particularly as school planning and communication procedures require input from both teachers in the team. Therefore, an outline of school organisation to deal with these matters is required.

PURPOSE

1. To clarify school requirements for teachers in a tandem.
2. To outline the set up and organisation of a tandem.
3. To ensure that effective processes are in place, within the school, to deal with the special needs of teachers in a tandem situation.

ORGANISATION

1. A permanent teacher wishing to teach in a tandem situation must submit an application in writing, to the principal, detailing:
 - Staff involved, ie. the home room teacher plus the new teacher to fill in the tandem time (the permanent teacher must work at least 0.4)
 - Time sharing
 - Planning break down of curriculum areas and how they shall be dealt with
 - Communication channel of tandems, for example, communication book meetings, etc
 - Timetable

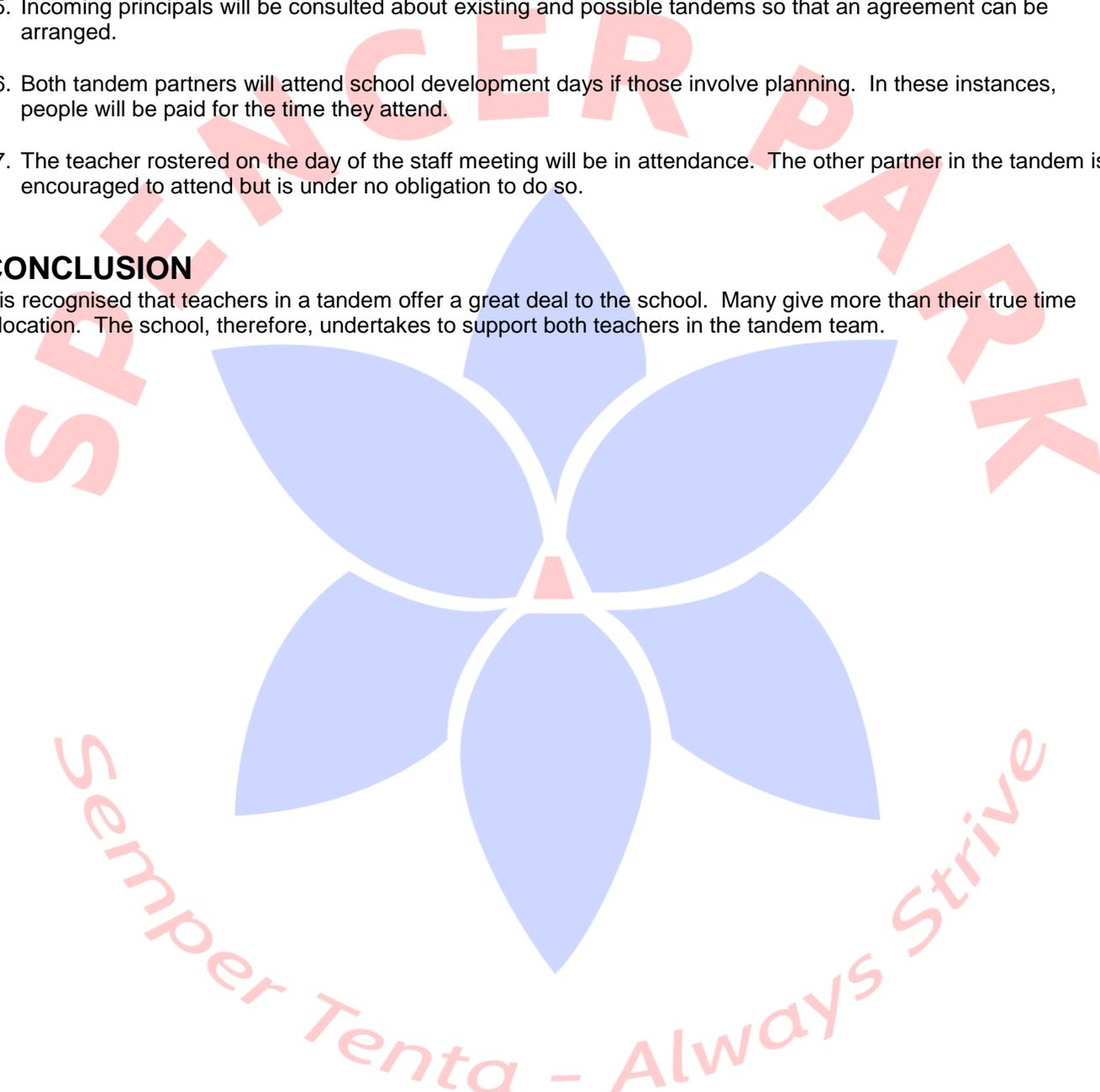
Applications should be received by the end of July in the prior year.

2. a. Professional development funding will be for the position, ie. one representative per FTE funded.
b. Tandem staff are to make their own arrangements, as per (a) above. At least one of the partners must be present at PD activities.
c. The school is under no obligation to fund additional tandem staff attending PD activities.
3. Any classroom/staff material (for example, new syllabus) will be distributed one unit per FTE.
4. In the event of one of the tandem partners having long service leave it would be a condition of the partnership that the other partner would then become the full time teacher for that class, unless agreed otherwise by the teacher and the principal.
5. Sick leave and other short leave would function as per normal. In the case of one tandem partner being absent, the other will be sought to take up the relief if available.
6. Tandem partners are permitted some flexibility in organising their days to be at school, provided they meet the ratio for time sharing they have set down in point (1) above and do so in consultation and agreement with the principal.
7. DOTT allocation must be determined by the tandem partners. Where possible, the timetable will reflect appropriate proportional allocation.
8. Each teacher in the tandem will be included on the playground duty roster with their combined allocation being no more than FTE.
9. It is the responsibility of the tandem teacher on site to advise the other teacher of any matters raised at staff, union, other meetings or notices in pigeon holes.
10. The number of tandem positions operating at any time will be at the discretion of the principal.

11. The principal will, at his discretion, cancel a tandem position if he believes it is necessary.
12. Due to any unforeseen critical circumstance, a teacher may cancel the tandem teaching position in consultation with the principal.
13. Tandem positions are to be reviewed annually.
14. If the tandem is discontinued the permanent teacher reverts to full time (permanent and temporary situations). When two permanent teachers share, the position reverts to the “appointed” teacher.
15. Incoming principals will be consulted about existing and possible tandems so that an agreement can be arranged.
16. Both tandem partners will attend school development days if those involve planning. In these instances, people will be paid for the time they attend.
17. The teacher rostered on the day of the staff meeting will be in attendance. The other partner in the tandem is encouraged to attend but is under no obligation to do so.

CONCLUSION

It is recognised that teachers in a tandem offer a great deal to the school. Many give more than their true time allocation. The school, therefore, undertakes to support both teachers in the tandem team.



Semper Tenta - Always Strive