PLANNING AN INDUCTION PROGRAM

To support the development of effective induction programs for beginning and returning teachers

“I’ve been lucky; I work with people who are supportive”
“We’re really lucky here – lots of support and other beginning teachers”

Induction experiences need not depend on luck, they do depend on carefully planned and implemented induction programs.
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**Foreword**

Approximately 2400 teachers, on average, are expected to begin teaching in government primary and secondary schools in each of the next five years.

Effective induction and ongoing support and development of beginning and returning teachers is critical for the teachers themselves, the schools in which they teach, the communities in which they play a significant role, and for the students whose futures they shape.

Many schools and regions already provide effective and varied programs to support beginning and returning teachers. This resource is intended as a framework for schools to use to provide the necessary orientation, direction and developmental support to teachers new to the school. Principals and those responsible for the induction of beginning and returning teachers can use this resource flexibly to develop a school-specific, needs-based program, using a range of strategies.

These materials are provided to support schools to plan for appropriate induction programs. They contain checklists and accompanying resource sheets of suggested induction activities that can be incorporated into an induction program. *Induction for teachers new to the school* is one of the five key elements within the **Performance and Development Culture Accreditation Self Assessment Framework**. This resource can support schools to assess their current program and develop or build on existing programs. The *Planning an Induction Program* resource assists schools to meet accreditation level criteria that support a sustained performance and development culture.

Suggestions and feedback from principals, teachers and professional development leaders about the content of this resource are welcome. Any comments or suggestions about additions or improvements to these Induction Resource Materials should be e-mailed to Helen Astarte, Senior Project Officer, Teacher and SSO Development Unit at: astarte.helen.ha@edumail.vic.gov.au

Schools are strongly encouraged to develop or refine their teacher induction programs, by building on the contents of these materials and from their own experience, to provide the necessary support to beginning and returning teachers.

David Brooks  
General Manager  
School System Development Division  
Office of School Education
**Planning an Induction Program** is one component of the Induction Resource Materials available to schools. This resource is aimed at Principals and School Leadership Teams. Another resource that specifically targets School Leadership Teams is **How Schools Support New Teachers, Case Studies** which outlines how particular schools are currently supporting teachers in making the transition to the school and their particular role.

Resources that target teachers, include **Voices from the Profession, Welcome to the Victorian Department of Education and Training** which welcomes and offers advice to beginning and returning teachers.


**How to use this resource**

The **Planning an Induction Program** support material further supports principals and school leadership teams in the development of induction programs for teachers taking up new school positions. This resource aims to support principals to develop or refine existing school based induction programs.

There are three distinct parts to these resource materials.

1. **Induction in Context**
   Contains the expected outcomes of an induction program for teachers, what induction is, why induction is necessary, the role of the school, contributing factors and effective strategies. (pp. 8 – 19)

2. **Planning an Effective Induction Program**
   Contains the phases of an induction program from the pre-commencement phase, laying foundations, to supporting continued development. An Induction Program Planning Checklist is provided for school use that corresponds to each of the phases. (pp. 20 – 39)

3. **Supporting Documents**
   Contains fourteen resource lists, information sheets, and suggestions that directly support and correlate to the Checklist. For example, induction into the community and acronyms are provided. (pp. 41 – 68)

Principals and Professional Development Leaders may choose to use the resource in its present form, or as an aide in the design of induction programs that meet the specific needs of their school.
Induction in Context
**Expected Outcomes of an effective induction program:**

**as a beginning or returning teacher...**

I have a clear understanding of what I am and am not expected to do

I know whom to approach for information and guidance

I feel my ideas are listened to and I am valued and acknowledged the same as everyone else

Through feedback and reflection I am able to develop confidence and belief in what I am doing and I do not overly doubt myself

I am able to demonstrate and share my passion for teaching and learning both in and out of the classroom

I am able to demonstrate my commitment to maximise the learning opportunities for my students

I am able to act in the best interests of the students’ education and welfare

I am able to continue to develop and learn

I feel supported and a part of this school community
What is induction?

The induction program, initially, is a welcome and introduction into the teaching profession and an opportunity to reflect on the responsibilities, challenges and joys of the profession. It is an ongoing and responsive program that integrates the new teacher to the culture, structures and relationships within the school community.

The induction program acknowledges the importance of the teacher and the central role they play in the learning of the students. It responds to the identified needs of the teacher, the school and the system. As such the program is a collective responsibility.

The induction program lays the foundation for professional growth to occur, to further develop and extend the teacher’s commitment to education. Induction is a critical phase on the continuum of professional learning for the teacher. It plays a crucial role in making explicit the moral purpose of the teacher. Michael Fullan, the noted Canadian educator, defines moral purpose as the social responsibility that a teacher has to the students and to the environment. He says that teachers with moral purpose strive to make a difference to the lives of their students. Whether or not teachers see themselves as having a moral purpose, they believe in the value of education and are driven by a commitment to student learning and well-being. It is this drive and commitment that needs to be captured and nurtured.

<table>
<thead>
<tr>
<th>What are we about? The culture</th>
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<tbody>
<tr>
<td>What are the norms and values that matter here?</td>
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<td>What is our mission and how does each of us participate in it?</td>
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<table>
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<th>How do we work? The structures</th>
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<td>What are the procedures, routines and expectations?</td>
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<th>Who is involved? The relationships</th>
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<tr>
<td>Whom do we serve? How do we interact with the students, parents and the broader community?</td>
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<tr>
<td>How do we interact with our colleagues?</td>
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</table>
Why have an induction program?

The challenge schools face is how to retain and how to then pass on the wealth of experience, knowledge and skills of experienced teachers to those teachers new to the teaching profession.

The number of teachers required across all Victorian schools is forecast to be, on average, approximately 3,800 teachers each year over the next three years.

The number of teachers entering the profession is due to the growth in student enrolments, government policy initiatives, and replacement of those leaving the profession.

An ageing workforce is a common feature across all Australian states and territories and systems. In Victoria, the number of government sector teaching service staff aged over 45 – 49 years is the biggest single age group. The biggest age group of male teachers is between ages 50 – 54 years and the biggest age group of female teachers is between ages 45-49 years.

Teachers employed on a fixed term basis represent about one sixth of all teachers in government schools. The total number of teachers employed for fixed periods varies during the school year primarily due to the number of teachers on leave at any particular time. Fixed term employment on average is between 14 percent and 18 percent of the Teaching Service.

An issue and challenge confronting all educational systems is their capacity to retain teachers. The need to recruit is important but the need to retain teachers is crucial. One of the important functions of induction programs is to provide optimum professional support for beginning and returning teachers in order to maximise their retention in the system.

Teachers now entering the profession represent a new generation.

There are many career options for graduates.

The work environment matters: pay potential and availability of and access to resources.

They are looking for career advancement opportunities and variety.

Sometimes they are referred to as ‘serial careerists’, in other words, they expect to work within different careers over their lifetime.

Are schools geared to attract these teachers and provide opportunities for positive experiences and growth?

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1 Workforce Analysis Unit, DE&T; November 2004
2 ibid
3 Johnson, Susan Moore; Supporting and Retaining the Next Generation of Teachers
**Who is induction for?**

Though this resource material is targeted at providing school based induction programs for beginning and returning teachers, an induction program can and should respond to various needs.

- **To Beginning Teachers**
  - Victorian, interstate or overseas trained

- **To Returning Teachers**
  - Returning to teaching after a short-term leave or after a longer period of leave

- **To teachers transferring into the school**

- **To teachers who have received a promotion**

- **To School Services Officers (SSO Induction Guidelines);**

- Elements of the induction program can be used to develop a school orientation program for teachers employed as Casual Replacement Teachers.

> “It (the Induction program) has been extended in recent times to include any members of staff who wish to access the opportunities provided, and is generally viewed as a component of the school’s Professional Development Program”.

*Rowellyn Park Primary School*
**It all comes down to the school....**

To say 'my door’s always open’ doesn’t really work if they’re not there... From their perspective they are being really open and providing a lot of support, but from our perspective, they’re not there when we need them.  
*(Teacher, Queensland)*

Just as the single most significant factor in student learning is the teacher, the school is a significant factor in teacher professional learning and support.

The school induction program forms the introduction to the professional culture of the school.

A feature of an effective school is the culture – a culture that supports continuous improvement for both student and teacher learning.

*Is your school characterised by teachers who go about doing their work, expert teachers, but who do not talk about their practice, as they don’t need to?*

*Is your school characterised by energy, commitment (many new teachers) but lacks professional guidance about how to teach, how to manage that class, how to effectively support students’ learning, how to incorporate that curriculum initiative into the classroom?*

*Is your school characterised by sustained support, professional dialogue and an exchange of advice and experiences across many levels?*

A range of programs is provided to support new teachers at the regional level. Ultimately, however, no matter how rich and inspiring these programs are, the impact on the teacher will be minimal if there is no sustained support within the school.

**What is the quality of your induction program?**

How do you know?

Consistent discrepancies between the teachers’ perceptions about the support they receive and the principals’ perception of what is provided were found in the research project, “An Ethic of Care, Effective Programmes for Beginning Teachers”. This means that there is a need for principals to improve their understanding of the issues and challenges faced by new teachers. Within this research project it was found that "supervisors (tend to) express a rosier view than teachers".

*My induction program was basically just one session to show where the photocopier and the toilets are. What a supervisor thinks an induction should consist of, and what a beginning teacher feels they need to succeed in the classroom, may be quite different*  
*(Teacher, Victoria)*

The need for school based programs is reflected in anecdotal data and research and is further reinforced by the Ramsey report, which stated that “the need for higher quality induction programs (is) in the immediate school setting”.

The quality of the induction program will determine a teacher’s ability to learn to teach well rather than merely learning to cope.

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4 An Ethic of Care, Effective Programmes for Beginning Teachers, pg 56
5 ibid Pg 46
6 ibid pg 56
7 An Ethic of Care, Effective Programmes for Beginning Teachers
**Current Situation**

Currently, the induction support offered to Victorian teachers at school level varies. Anecdotal data suggests that the degree to which beginning and returning teachers are provided both personal and professional support within the school, varies considerably.

At a regional level, programs are delivered that target the needs of beginning teachers. These programs may include:

- conferences, seminars and workshops;
- extended professional development programs where workshops are run over a number of weeks; and
- networks where teachers meet and discuss topics of common interest or need.

At a central level, support is provided through the production of resource materials and coordination of initiatives. On-line resource materials for induction programs and teacher mentoring support beginning and returning teachers.

The focus of regional and central support is to complement school based induction programs. The role of the region and the central office is to provide programs and support that add value to school based induction programs.
What contributes to an effective induction program?

| Clear Definition With Broader Focus | Not only does the definition of induction need to be clear it also needs to have a far greater focus than just orientation.
| An effective induction program acknowledges the importance of the teacher’s learning, growth and development in supporting improved student learning. |
| Defined Goals And Strong Commitment | The goals of an induction program must provide the ‘support bridge’ and continued development focus that takes one from a ‘student of teachers to a teacher of students’.
| An effective induction program will meet the individual needs of each teacher, guided by the professional standards. |
| Shared Responsibility | An effective induction program is based on shared responsibility. In a school community all experienced teachers play a key role in valuing and supporting new teachers to develop practices that promote effective teaching. |
| Culture Of Collaboration | An effective induction program provides opportunities for new teachers to work collaboratively with other staff. Opportunities to contribute, to have a voice, and to further develop professional relationships should be provided.
| The culture of the school is a determining factor in the development of collaboration and support. |
| Induction Is One Phase On The Continuum Of Professional Learning | Induction acknowledges that all teachers are learners at different points on the professional continuum.
| An effective induction program supports teachers in clarifying and deepening the understanding of the expectations of the teacher’s role. |
| Induction Programs Are Geared Towards Professional Growth Separate From Formal Assessment/Evaluation | The emphasis of an induction program is to ‘help new teachers become better’. Assessment is not a focus of the induction program.
| An effective induction program will support and assist teachers celebrating their growth and improvement. |
| School Commitment | Adequate time and resources for induction programs need to be provided at the outset to support new teachers. |
**Suggested Strategies For An Effective Induction Program**

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<td>An Induction program needs to be responsive to allow teachers to build an understanding of their new context, to further build on existing knowledge, skills and experience.</td>
<td>Through discussions and feedback with the principal or mentor, individual needs are identified. Short term, PD activities that provide exposure to specific topics (e.g. reporting) that relate to identified needs. Aspects of the program may need to be introduced as needed, not all at once.</td>
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<th>MENTORING</th>
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<td>In supporting beginning and returning teachers, the mentoring partnership supports new teachers to “consolidate personal and professional confidence and feel a valued and valuable member of staff” <em>(Teacher Mentoring: A Professional Development and Resource Kit)</em></td>
<td>An appointed Mentor Coordinator coordinates the mentor program. Each new teacher has an opportunity to work with a trained mentor. A 'buddy'/support person helps with information. A mentor facilitates growth.</td>
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<th>EXPLORING GOOD TEACHING PRACTICE</th>
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<td>New teachers need opportunities to examine their teaching practice.</td>
<td>Observing experienced teachers (Refer to Resource M). Teacher’s own teaching observed in a supportive way; group planning in teams; weekly meetings for teachers who teach same year level - discussing activities and student progress. The power of positive feedback should not be underestimated.</td>
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<th>PEER SUPPORT</th>
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<td>It is important for beginning and returning teachers to have opportunities to meet with peers. This provides avenues to discuss in depth issues of particular significance to them. The value of peer support cannot be overstated and should be a feature of all induction programs.</td>
<td>Scheduled sessions for teachers to share stories; school cluster organized networks; region wide networks. “The Satellite program was designed to provide new teachers with the opportunity to meet with peers at a venue close to their school.” <a href="#">Satellite Program Case Study</a></td>
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<th>ONGOING PROCESS</th>
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<td>Effective Induction is an ongoing process. It begins with a pre-commencement stage, lays foundations and continues to provide opportunities for learning and developing teacher capacities.</td>
<td>The program begins before commencement of work and continues through the first year, as a minimum, responding to the needs of individual teachers.</td>
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Mentoring... complements induction

Mentoring is a key strategy.

Using mentors to assist with induction programs has many benefits. Mentors are often perceived as less threatening than team leaders and can help the beginning or returning teacher adapt to and work successfully in the school. Mentoring is a more formal support arrangement than an informal ‘buddy’ system. A mentor is an example of professional support – for the new teacher, “a critical friend focusing on reflective practice”.

Mentoring, though, is not the balm for all ills. Mentoring is a key strategy but not the only strategy. With all there is to know about teaching, and in a particular school, it cannot be learned through one person – it will be learned from a large number of people. Induction is a shared responsibility.

A comprehensive Professional Development and Resource Kit for Teacher Mentoring is available on Sofweb at:

This kit is a valuable resource for the school leadership team in planning and implementing a formal mentoring program within the school. The following is an extract from this resource:

Schools are strongly encouraged to initiate a formal mentoring program for beginning and returning teachers, which will complement the diverse forms of mentoring already occurring in schools. The formalisation of this mentoring program will ensure that:

- all staff are participants and embrace the ambitions of the program;
- the benefits of the program are maximised and integrated into the fabric of the school;
- participants share common guidelines, standards and expectations, including clear and congruent roles;
- there are unambiguous responsibilities, authority and accountability; and
- the mentoring program becomes an accepted part of the school’s operations and a symbol of its vision of excellence.

Mentoring is too important to leave its fate to chance or individual volition

Teacher Mentoring: A Professional Development and Resource Kit, 2002

“A most special feature of the induction program is the growth of collegial support between staff, which continues long after the formal links have been removed”.

Craigieburn SC Case Study

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9 An Ethic of Care, Effective Programmes for Beginning Teachers Pg 74.
What are the challenges?

How not to overwhelm teachers at the beginning of their service

The implementation of the induction program will need to consider ‘where and when’.

“The major challenges include... adding as little as possible to the workload of new teachers [particularly recent graduates] through meetings that “intensify” workload.”

Rowellyn Park Primary School Case Study

Beware of the ‘patronising, mothering’ tendency

It is important to acknowledge and recognise the existing skills, experiences and understanding of the teachers.

A Fair Allotment

It is important to provide new staff with the same level of choice of year levels, yard duty area/time, resources and work areas as other staff.

Make no assumptions

It is important to not take anything for granted, for example that new teachers will know about school ritual events - school concert, sports days or even the tea making facilities.

Catering for all new staff

An induction program needs to be flexible to cater for all needs.

Assessment

Is the purpose of induction to support new teachers or is it also to assess? These two purposes can be conflicting. If assessment for performance and development or registration purposes is the dominant feature of induction programs then it may negatively impact on the teacher’s willingness to discuss the problems for which they most need assistance. If however induction focuses on assisting and supporting new teachers to develop, then a strong foundation is built supporting teachers to demonstrate the appropriate professional standards.

“Each teacher new to the college is assigned a... mentor for the year. They are not their reviewer or line manager but another person they can go to for advice.”

Craigieburn SC Case Study

Budgetary/Resource constraints

The effectiveness of induction programs will be influenced by how well programs are resourced. Issues of program coordination, resourcing of professional development opportunities and use of mentors all need to be addressed at the outset. How might the professional development budget support the induction program?
“Even the most idealistic beginning teachers can be overwhelmed and quickly disillusioned ... by the dizzying number of responsibilities they must assume in the day-to-day reality of the school day that (support the overall) teaching of their subjects”

As such we have a responsibility, as a profession, to “provide an induction experience that nurtures both the idealism and the skills they have brought with them to the profession”.

A Bill of Rights for Beginning Secondary Teachers, G. Portwood, Teachers Network Organisation
Planning an Effective Induction Program
**Expected Outcomes of an effective induction program:**

as a beginning or returning teacher...

I have a clear understanding of what I am and am not expected to do

I know whom to approach for information and guidance

I feel my ideas are listened to and I am valued and acknowledged the same as everyone else

Through feedback and reflection I am able to develop confidence and belief in what I am doing and I do not overly doubt myself

I am able to demonstrate and share my passion for teaching and learning both in and out of the classroom

I am able to demonstrate my commitment to maximise the learning opportunities for my students

I am able to act in the best interests of the students’ education and welfare

I am able to continue to develop and learn

I feel supported and a part of this school community
What are the implications for the school?

We have a responsibility to care for our new teachers - how is this responsibility demonstrated?

The Victorian Government Schools Agreement Implementation Guide states that ‘Principals are responsible for providing effective induction and mentoring programs. Principals should ensure that school-based programs:

- Clarify expectations about teachers’ work and their role, including the Standards of Professional Practice graduate teachers are required to meet
- Acknowledge new teachers
- Enable the development of teacher commitment and purpose
- Integrate teachers into the school’s culture and structures
- Support the development of productive professional relationships
- Are linked with other personnel management processes.\(^\text{10}\)

While the Principal has primary responsibility for induction, responsibility may be assigned to a Professional Development leader or other teacher as part of his or her responsibilities. The professional development focus within the induction program needs to be integrated into the whole school professional development program.

Issues such as curriculum planning, inclusive teaching, pedagogy, the link between student welfare and learning, assessment and reporting should be explored with all staff, not just with beginning teachers. New teachers need to find out what other more experienced teachers understand about such issues which are crucial to the core work of the teacher.

School based induction programs need to incorporate three key phases:

1. Pre-commencement (pre-employment)
2. Laying foundations (Week 1-8)
3. Continuing Professional Growth (Week 9 and on)

To assist in planning or reviewing an induction program the following is provided:

- The key characteristics of the ‘Effective Schools Model’ that can be used in planning, implementing and evaluating induction programs.
- Induction Program Planning Checklist.

\(^{10}\) Victorian Government Schools Agreement 2005 – Implementation Guide; pg. 60-61
Using the *Effective Schools Model*

The overarching objective of creating and sustaining effective schools underpins all *Blueprint for Government Schools* strategies and initiatives. A useful framework that can be used in planning, implementing and evaluating an induction program is the Effective Schools Model and its key characteristics are:

![Effective Schools Model Diagram](http://www.sofweb.vic.edu.au/blueprint/es/default.asp)

**What do we need to do within each of the key characteristics of the Effective Schools model to develop and implement an effective induction program?**

A suggested approach:

**Shared Vision and Goals**

- How do we share our vision and goals with new teachers?
- How are new teachers involved in the decisions about the school’s vision and goals?
- How are relationships between new teachers and staff, students and parents fostered to ensure that the work of new teachers reflects the school goals?
- What are our beliefs about the induction of teachers?

**Professional Leadership**

- What is the Principal’s understanding of induction and the key role it plays in fostering quality teaching?
  
  *e.g. that:*
  
  *We have a duty of care to new teachers, and an induction program is a right Induction programs support the teacher to develop teaching and learning capacity.*
  
  *Induction programs are one aspect of the school’s ongoing commitment to teacher professional growth.*
  
  *Induction programs acknowledge and celebrate existing knowledge, skills and understandings.*

- How can the Principal assist the development and implementation of an induction program? What is the Principal’s understanding of what constitutes an effective induction program?
- What is the Principal’s understanding of the key role he/she can play in supporting the new teacher’s initial entry to the profession?

*Induction Resource Materials – Planning an Induction Program*
• Who has particular responsibility for the induction program? Do they have access to professional development and resources to assist them?

_**I had an excellent relationship with my principal... He would occasionally visit my classroom, just hang around for a little while...then he'd come up and give me instant feedback. I felt really valued that he took time out to come and see my class... I panicked the first couple of times he did it... but it was excellent for him to do that... it gave me confidence that if I had a problem with a student or anything else and I couldn’t get to my mentor... I could go and knock on his door because I felt valued by him.**_

_Teacher, (Tasmania) 11_

**Focus on Teaching and Learning**

• Do the allotments of new teachers emphasise that the energies of new teachers should be focussed on teaching?
• What structures are put in place to support professional discussions between new teachers and mentors, colleagues?
• What professional development activities are provided to enable collegiate sharing and reflective conversations about pedagogy and subject discipline?
• How is the graduate teachers time release used?

**Purposeful Teaching**

• What opportunities are provided for the teacher to get to know the students? Does the pre-commencement program allow for teachers to become familiar with the students, their background, the community?
• How does the school support the new teacher to make explicit and live their moral purpose as a teacher?
• How is the teacher supported to explore the challenge of teaching a range of students with varying learning styles and support needs?
• How is the teacher supported in developing learning activities based on the needs of their students?
• How is the teacher supported to develop skills in curriculum planning?
• Is the mentoring relationship supported with time provided for reflective professional conversations?
• What are the professional development needs of the teacher, how are these identified?
• How is the school supporting these professional development needs?
• Is the new teacher given opportunities to observe and work with expert teachers in areas of identified need?

**High Expectations**

• How does the school enable the new teacher to explore and trial teaching strategies that extend all students?
• Does the new teacher receive feedback from the principal?
• How does the school reinforce the belief that all students have the ability to learn?

**Learning Communities**

• How will the new teacher be introduced to the professional learning culture of the school?
• How can existing teams assist with the induction program?

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11, An Ethic of Care, Effective Programmes for Beginning Teachers  Pg 61
• Which teams will provide opportunities for collaborative curriculum planning?
• What role can a learning team play in supporting the professional growth of the teacher?
• How can links between schools support the ‘new’ teacher?
• Are the links between the home, community and school highlighted in the induction program?

Stimulating and Secure Learning Environment
• How is the new teacher supported in developing and maintaining a positive classroom environment?
• How is the new teacher inducted in the learning environment processes – both formal and informal?
• Does the new teacher understand the philosophical underpinnings of the learning environment that exists in the school?
• What structures are put in place to identify specific needs of new teachers in the area of classroom management and how are these needs supported?
• Are there ongoing opportunities for collegiate discussions, role plays, observations, shadowing to enable new teachers to develop classroom management skills?
• Does there need to be awareness raising, about the religious/cultural and socio-economic backgrounds of the students?

Accountability
• Does the new teacher understand the assessment and reporting processes of the school?
• What are the intended outcomes of the induction program?
  • What are the objectives for the teacher, for the school, for the students, the mentor, and the leadership team?
  • How are we evaluating the actual program - what measures are we using? Why? With whom?
  • How does the evaluation inform future programs? Who is informed?
  • Are there processes in place for recommendations from the evaluation to be acted upon?
Using the Induction Program Planning Checklist

The Induction Program Planning Checklist is designed as an aid for principals and school leaders responsible for induction. The checklist may be used in its present form, or as an aid in the design of an ongoing induction program.

Key tasks for the principal and school leaders

- Decide who will be responsible for managing the induction and mentoring of beginning and returning teachers. Assign the responsibilities to the teacher(s) and maintain leadership support for their work with beginning and returning teachers, ensuring a program that is responsive to individual needs, complementary to induction and mentoring needs.

- Ensure that any additional school-specific induction program activities are incorporated into the checklist.

- Collate information materials, guides and policy documents as outlined in the resource lists.

- Nominate and liaise with teachers who will undertake the activities in the checklist.

- Ensure each new teacher has the support of a trained mentor and an identified initial support person specifically for orientation purposes.

- Ensure regular contact with the new teacher, providing an opportunity for discussion and feedback, particularly in the initial two phases of the induction program.

- At regular intervals of 3, 6 and 12 months, review the program using the Evaluation Sheet (Resource N), which is to be completed by the teacher. Suggested changes are incorporated in future programs.

- Take into account that the induction program may need to incorporate the needs of probation, the Victorian Institute of Teaching requirements for full registration and the Performance and Development cycle (as appropriate).

- Teachers taking up new positions should be encouraged to take responsibility for some aspects of their own induction.

- To ensure that the induction and mentoring programs complement each other use this checklist in conjunction with the Teacher Mentoring, A Professional Development and Resource Kit. Professional Development - Teacher Mentoring - Resource Listing

This checklist enables the school and the teacher to identify:

**What** the program comprises

**How** the program will be implemented

**Who** will be responsible

**When** and where will this happen

🚀 This recurring symbol, throughout the checklist, indicates an idea or strategy that you might consider to support the implementation of the induction program.
The Induction Phases

Five stages or steps are outlined in the Induction Program Planning checklist, within three broad phases:

A: Pre-commencement: Preparing and Introduction/Welcome

The pre-commencement phase relates to the period prior to the commencement of work and includes two parts:

1. Preparation. The focus is on the planning and preparation for the introduction and welcome of the teacher into the school community.
2. Introduction/Welcome. The focus is on the activities necessary to support the teacher’s transition into the school and to teaching.

B: Laying the Foundations: Week 1, Weeks 2-8

During the first term of employment, and in particular the first month, beginning and returning teachers require additional support in their role. This phase is about supporting teachers to develop and extend their teaching practices, laying the foundations for further growth.

C: Continuing Professional Growth: Week 9 and on.

This phase acknowledges the ongoing and sustained nature of the induction program and the provision of support as needed. It is driven by the individual professional development needs identified in regular conversations with the mentor, in the teacher’s professional development plan, and in performance and development review meetings.

Not all teachers begin at the commencement of the school year……

Reality is such that not all new teachers begin at the start of the school year. This checklist can be used irrespective of when the new teacher begins. The pre-commencement phase relates to the period prior to beginning work. This phase begins once a teacher has been selected for a position at the school and before they commence teaching.

Beginning teachers should be invited to curriculum days, professional development activities and planning sessions as well being given the opportunity to have informal discussions with both the principal and appointed buddy/support person. Opportunities, within the pre-commencement phase, to shadow and team-teach with the teacher to be replaced, would be invaluable.

The better prepared the teacher is prior to commencing work, the easier the transition.

“Major Challenge: Ensuring that the induction program caters for and supports teachers commencing throughout the year.”

Berwick Secondary College Case Study

It’s not enough to hand out an induction booklet at the start of the year and think that that’s it.

Consider using the process of Action Research in planning, analysing, reflecting and evaluating the induction program to support future planning and implementation of the program.
**INDUCTION PROGRAM PLANNING CHECKLIST**

<table>
<thead>
<tr>
<th>Preparing</th>
<th>Introduction, welcome</th>
<th>WEEK 1</th>
<th>WEEK 2 – 8</th>
<th>Week 9 and on..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine who is responsible for induction, mentoring</td>
<td>Meeting with Principal, to include: Tour, Allotment, Job expectations, Job and Full Registration requirements</td>
<td>Daily contact with Principal or Assistant Principal</td>
<td>Continued contact with Principal (providing feedback &amp; acknowledgement)</td>
<td>Continued monitoring of induction program;</td>
</tr>
<tr>
<td>Download 'Voices from the Profession' from Sofweb; compile Orientation information</td>
<td>Teacher welcomed and introduced to staff; Introduce to Professional Learning Team or unit</td>
<td>Welcome lunch, morning tea for new staff</td>
<td>Opportunities to observe other teachers' lessons are arranged (Collegiate Classroom Activity)</td>
<td>Continued opportunities for observing (Collegiate Classroom Activity), focus on developing teaching practice</td>
</tr>
<tr>
<td>Letter of welcome /congratulations sent to teacher with school ‘welcome kit’ and Voices from the Profession</td>
<td>Regular sessions organized for new teachers to meet and share common experiences</td>
<td>Opportunities provided to meet with peers; Provide information on teaching structure, career opportunities &amp; pathways</td>
<td></td>
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</tr>
<tr>
<td>Provide opportunity to examine the calendar – key assessment dates, requirements etc</td>
<td>Extra curricular activities determined to avoid conflict with developing teaching &amp; learning practice</td>
<td>Support mentors to undertake DE&amp;T/VIT training; Mentor collegiate discussion opportunities and training provided;</td>
<td></td>
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</tr>
<tr>
<td>Invite teacher to curriculum days, planning sessions &amp; work in the classroom</td>
<td>Collaborative curriculum planning opportunities provided</td>
<td>Plan and provide PD opportunities, to support new teachers identified needs</td>
<td></td>
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</tr>
<tr>
<td>Plan PD activity, exploring the job requirements and school organisation</td>
<td>Establish support network, where needed, for skill development e.g. classroom management skills; Encourage access to PD opportunities; Buddy to attend (if appropriate)</td>
<td>Begin Performance and Development process; Encourage access to PD opportunities; Mentor to attend (if appropriate) Document PD undertaken (full registration process)</td>
<td></td>
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</tr>
<tr>
<td>Plan for Induction into the Local Community</td>
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</tr>
<tr>
<td>Allocate an initial support person – a 'Buddy', for the purpose of orientation</td>
<td>Introduce to buddy; identify particular induction needs of the teacher. Provide opportunity to work with buddy in the classroom</td>
<td>Daily discussions between buddy and teacher to identify immediate needs; Shadowing opportunities provided</td>
<td>Meetings with buddy, Provide team teaching, shadowing continue</td>
<td>Principals attend VIT Full Registration Principal briefings; Plan for panel discussion</td>
</tr>
<tr>
<td>Mentor Coordinator asks for nominations for mentors</td>
<td>Mentor Coordinator provides training to nominated mentors; Mentors attend state-wide DE&amp;T/VIT training</td>
<td>Formal mentoring relationship begins week 6</td>
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<tr>
<td>Desk arranged /Classroom resources provided</td>
<td></td>
<td>Provisionally registered teachers attend VIT forums</td>
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<tr>
<td>Office staff to be advised of new appointment</td>
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<tr>
<td>New teacher’s name to be added to staff lists/circulation lists</td>
<td>Confirm Draft Induction Program</td>
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</table>
## PRE-COMMENCEMENT

### Preparation
Preparation covers the introduction and welcome of new teachers to the school community.

It is important that these activities take place prior to the teacher taking up a new position to ensure the new teacher feels welcome and develops realistic expectations about the position and the school.

<table>
<thead>
<tr>
<th>WHAT INDUCTION ACTIVITY</th>
<th>WHO PERSON RESPONSIBLE</th>
<th>HOW, WHEN, WHERE NOTES (INCLUDES DATES, TIMES &amp; OTHER ARRANGEMENTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine who is responsible for induction and mentoring programs. Ensure that induction and mentoring are complementary.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Download 'Voices from the Profession’ from Sofweb; compile Orientation information; Use Acronyms List and add school specific acronyms. (see Resources E, H, and M)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mail out letter of congratulations and welcome including school location, with map or Melways map reference, starting date and time and invitation to visit the school. Mail out a 'welcome kit' which includes ‘Voices from the Profession’ and the School Orientation Information.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Follow up letter with a phone call inviting the teacher to visit the school. This could be linked to a professional development activity. Invite to curriculum days, planning sessions and to work in the classroom.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Initial support person or ‘buddy’ is allocated to the new teacher for the purpose of orientation. The Buddy is teaching the same grade, and/or within the same KLA. The buddy’s role is to provide information during the pre-commencement phase and the initial 6 – 8 weeks of teaching.</td>
<td>Principal, Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Organise interactive professional development activity: What will be presented? How? By whom? This activity aims to provide an understanding of the job requirements and the organisation of the school. The emphasis must be on supporting professional growth. WHAT: Orientation Information.</td>
<td>Principal, PD Leader, Assistant Principal, Induction Program Coordinator, Team of Leading Teachers</td>
<td></td>
</tr>
</tbody>
</table>

- Staff, School Handbook Areas that are of immediate relevance to teacher/s.
- Legal Responsibilities (Refer to Resource 1)
- Risk management
- Security of belongings
- Personal property liability
- Car parking
- Health/medication protocol

- School Priorities
- Policies
- School Communication processes
- Using Edumail and School Intranet
- Induction into the local community. A separate section, which details what should be covered in the induction into the community, is provided. (Resource A)

**Emphasising**

- Availability of curriculum materials and teaching resources; resources location, booking procedures. (Resource I)
- Classroom Management, School Procedures - rules and policies. (Resource K)
- School curriculum with opportunities to discuss course outlines with other staff.
- Curriculum planning with opportunities to be provided to explore/develop weekly programs, resources, lesson ideas and activities with buddy and appropriate team. (Resource K)
- Information about the students and how to make the most of opportunities to work in the classroom provided during this period.

Some of the above information is best provided on a needs basis. The buddy with the teacher will determine what information is needed and when. Use the Buddy’s List (Resource D) as a guide.

<table>
<thead>
<tr>
<th>Mentor coordinator calls for expressions of interest from mentors. Arrange for mentors to undertake Teacher Mentoring Training (VIT/DE&amp;T programs)</th>
<th>Mentor Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that the draft Induction Program is developed to meet the needs of the new staff member.</td>
<td>Principal</td>
</tr>
<tr>
<td>New teacher’s name to be added to staff lists/circulation lists.</td>
<td>Principal</td>
</tr>
<tr>
<td>Desk arranged for teacher with necessary stationery, equipment, computer access and password, Edumail address; Ensure that the teacher has the necessary classroom resources.</td>
<td></td>
</tr>
<tr>
<td>Advise office staff of appointment.</td>
<td>Principal</td>
</tr>
</tbody>
</table>
Ensure that teacher personnel and pay details have been processed to enable payment from first pay period after commencement.

Publicise the teacher’s arrival.

Principal

The orientation information could be compiled in an alternate format: A video, CD Rom, that captures the ethos of the school, priorities, who’s who, the structure; and/or made available on the school’s intranet.

All new graduates or those returning to the profession, who are not already registered, will need to apply for registration with the Victorian Institute of Teaching (VIT). The Victorian Institute of Teaching requires all provisionally registered teachers to ‘successfully’ demonstrate the Standards Of Professional Practice before they can gain full registration (Refer to Resource B).

A teacher on first employment in an ongoing position is required to serve a 12 month probationary period (Refer to Resource C).
**PRE-COMMENCEMENT – Welcome and Introduction**

The second step of the pre-commencement phase enables the teacher to commence work with a clearer understanding of the job requirements, the school organisation and to have an opportunity to meet other colleagues and be involved in curriculum planning and development, prior to commencing work.

<table>
<thead>
<tr>
<th>WHAT INDUCTION ACTIVITY</th>
<th>WHO PERSON RESPONSIBLE</th>
<th>HOW, WHEN, WHERE NOTES (INCLUDES DATES, TIMES &amp; OTHER ARRANGEMENTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Principal, to cover</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>• School tour (a map of the school, location of offices of Principal, Assistant Principal, Daily Organiser, Timetabler, Year Level Coordinators; canteen; staffroom/tea room; fire-alarm box, fire extinguisher stations)</td>
<td></td>
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</tr>
<tr>
<td>• Allotment, grade/class allocation and timetable; Scheduled duties of a graduate teacher are to be reduced by at least 5% over the school week, for the first 12 months of teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional Standards, job requirements and school context and expectations about teaching role and responsibilities (<a href="#">Resource F &amp; Resource J</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Probation requirements - if appropriate (<a href="#">Resource C</a>); clarify purpose and parameters of probation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Full Registration requirements - if appropriate (<a href="#">Resource B</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Induction into the Community (<a href="#">Resource A</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The teacher within the broader educational context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ‘Offer of Employment’ completed; Personnel &amp; payroll administration requirements completed, including teacher personal contact and emergency/medical contact details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Expectations and parameters of the Induction Program within the School Professional Development program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Staff/School Handbook and folder of information materials with contents list to facilitate quick access to information (see Resource lists). Emphasise issues relevant to teacher’s core work and point of need, particularly the School Policies on Welfare and Discipline and Assessment and Reporting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce to staff.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Introduce to initial support person, ‘buddy’. The buddy provides initial support to teacher for pre-commencement phase and for the first 6 – 8 weeks of teaching. ‘Buddy’s List’ is used as a guide. (<a href="#">Resource D</a>)</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Buddy identifies particular induction needs with the teacher.</td>
<td>Buddy</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>With buddy or professional learning team or KLA convenor the time line is examined – key assessment dates; requirements; Calendar is provided of key events for the term, semester and year as appropriate.</td>
<td>Buddy</td>
<td></td>
</tr>
<tr>
<td>Provide Professional Development Activity as organised, aiming to provide an understanding of the job requirements and the school organisation. The aim is to ensure the teacher gains the essential skills required for immediate job performance. Buddy to also attend this session/s.</td>
<td>Principal, Induction Program Coordinator, PD Leader, Assistant Principal, Team of Leading Teachers</td>
<td></td>
</tr>
<tr>
<td>Provide opportunity to work with buddy in the classroom, emphasis is on preparation for Day 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce teacher(s) to Professional Learning Team, KLA, unit/ team; involve in collaborative curriculum planning. Provide opportunities to plan curriculum and participate in school planning: invite to Curriculum Days, Planning days, PD activities. Introduce teacher(s) to other key people in the school.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Follow up and additional training of nominated mentors takes place, where necessary;</td>
<td>Mentor Coordinator</td>
<td></td>
</tr>
<tr>
<td>Confirm draft induction program as per the needs of the teacher. (eg is the teacher teaching within the Early Years of Schooling (EYS)? Is the teacher familiar with the EYS program? What process is being set up to enable the teacher to become familiar with the school’s EYS program?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional pre-employment activities (include activities appropriate for particular teacher and school).</td>
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</tbody>
</table>

An idea for the initial PD activity:
"Teachers from the previous year were asked to speak to the next year’s new staff about their experiences and how they managed to settle into the school”
Berwick Secondary College Case Study

For special needs students – such as English as a second language (ESL) students – ensure where possible that an experienced ESL or ESL-aware teacher in the school provides some support.

I think it (support person/buddy) gives you an anchor, like a place of reference for everything else that happens in the school... it’s so important to have one person who’s been identified to answer all your dumb questions...it just makes your life so hard if you don’t have the answers.

(Teacher, Tasmania) An Ethic of Care, Pg 50
LAYING FOUNDATIONS – Week 1

During the first term and in particular the first month of work beginning and returning teachers usually require additional support in the role and assistance in planning a professional development program tailored to their specific needs. It is important not to overwhelm them. Laying Foundations involves two stages, Week 1 and Weeks 2 – 8.

<table>
<thead>
<tr>
<th>WHAT INDUCTION ACTIVITY</th>
<th>WHO PERSON RESPONSIBLE</th>
<th>HOW, WHEN, WHERE NOTES (INCLUDES DATES, TIMES &amp; OTHER ARRANGEMENTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for brief daily contact for the first week and provide an opportunity for feedback and two-way communication. While teachers recognise that principals are busy and important people they would still like recognition and support from the principal. (Resource L)</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>A principal shares her experience of this contact &quot;(I) was surprised at the value placed on this (contact) by teachers&quot;.</td>
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<td></td>
</tr>
<tr>
<td>Arrange a welcome lunch, morning tea for new staff.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Daily discussion between buddy and teacher to identify immediate support needs and information requirements.</td>
<td>Buddy</td>
<td></td>
</tr>
<tr>
<td>Informal PD opportunities provided to revisit, discuss and identify issues of particular importance to the first week.</td>
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<tr>
<td>The focus of support during the first week is on the teacher in the classroom.</td>
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<tr>
<td>A possible strategy could be to include buddy shadowing – buddy introduces necessary knowledge, information, using the ‘Buddy’s List’ to teacher on a ‘just in time’ basis.</td>
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</tr>
<tr>
<td>This could be provided in an environment of team teaching.</td>
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<tr>
<td>Additional activities (include activities appropriate for particular teacher and school).</td>
<td></td>
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</tr>
</tbody>
</table>

The buddy provides support to the new teacher on a ‘just in time’ basis in a **teaching** environment. The Buddy team-teaches with the new teacher for the first week, with a possible two days in the second week and one day in the third week, answering questions as they come up.

"Team teaching is a way of finding out the details – lunch orders, detention process, roll marking... the 'buddy' could be with you for the first week, then for two days to one day per week”

Beginning Teachers, Focus Group, May 2003
<table>
<thead>
<tr>
<th>WHAT INDUCTION ACTIVITY</th>
<th>WHO PERSON RESPONSIBLE</th>
<th>HOW, WHEN, WHERE NOTES (INCLUDES DATES, TIMES &amp; OTHER ARRANGEMENTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue regular contact meetings between buddy and teacher for at least the first six weeks; Shadowing continued.</td>
<td>Buddy</td>
<td></td>
</tr>
<tr>
<td>Collaborative curriculum planning with team.</td>
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</tr>
<tr>
<td>Plan for contact with individual teacher and an opportunity for feedback and two way communication. The issue of feedback is crucial, (Resource L) supporting the probationary requirements, where applicable.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Discuss expectations re voluntary contribution to extra curricular activities; consider possible conflict between time devoted to voluntary contribution to extra curricular activities and time devoted to developing teaching &amp; learning practice.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Arrange for opportunities to observe other teachers’ lessons, in areas of need. Refer to Resource L for some important points about the strategy of observation.</td>
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<tr>
<td>Matching of mentors and mentorees is formalised.</td>
<td>Mentor Coordinator</td>
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<tr>
<td>Mentor and mentoree begin formal meetings with a focus on building teaching capacity (not before week 6).</td>
<td>Mentor</td>
<td></td>
</tr>
<tr>
<td>Establish support networks/peer study groups, as needed, for the development of classroom management skills and building of positive teacher/student relationships. The networks provide ongoing support, using discussion, trialling of strategies, reflecting.</td>
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</tr>
<tr>
<td>Provisionally registered teachers attend VIT forums.</td>
<td>Induction Coordinator</td>
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</tr>
<tr>
<td>Sessions organised for new teachers to meet and share common experiences – in school and across schools.</td>
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</tr>
<tr>
<td>Identify immediate PD needs through discussions, reflections, PD needs analysis; Set up appropriate support exploring issues addressing identified immediate PD needs. In particular explore Classroom Management, Legal Responsibilities, Assessment, preparing for P/T meetings held at the end of Term 1. Use the professional standards (Resource J) to assist in structuring discussions which enable beginning teachers to analyse the standards and link them to their every day work.</td>
<td>Principal, Assistant Principal, PD Leader, Induction Coordinator, Mentor</td>
<td></td>
</tr>
</tbody>
</table>

The individual professional development plan will
support the individual’s career goals, his or her specific development needs, and the school’s professional development plan.

Teacher(s) encouraged to access appropriate PD and briefed about school procedures for doing this. Buddy(s) encouraged and supported to attend PD with teachers, where appropriate.  

Encourage celebrations along the way and opportunities to reflect.  

Additional activities.  
(Include activities appropriate for particular teacher and school).

PD Coordinator, Buddy, Mentor

Principal, Induction Coordinator

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It is worth exploring all possible options for using **non face-to-face teaching time** to provide opportunities for professional development/dialogue. The time may be used as a block to support a weekly professional development activity, for example, mentor/mentoree discussions.

Reflections of beginning teachers about these areas are provided in **Resource K “Burning Issues”**; Use as guide for organising professional learning opportunities.

Key staff can provide professional learning opportunities. For example, a staff member may run a number of sessions exploring issues and strategies related to classroom management over an extended period of time. Trialling of strategies, opportunities for observation and sharing of experiences are a feature of the sessions.

An activity that will help identify strengths and areas for improvement in developing a PD plan can be found at [http://www.sofweb.vic.edu.au/pd/tchdev/pdplan/pdactiv.htm](http://www.sofweb.vic.edu.au/pd/tchdev/pdplan/pdactiv.htm)

To help conduct a needs analysis, suggested activities, proformas and approach can be found at [http://www.sofweb.vic.edu.au/pd/tchdev/pd_leaders.htm](http://www.sofweb.vic.edu.au/pd/tchdev/pd_leaders.htm)
CONTINUING PROFESSIONAL GROWTH, Weeks 9 and on

This phase acknowledges the **ongoing and responsive** nature of the induction program and the provision of support as needed. It will be driven by the individual performance development (PD) needs identified in the regular conversations with the mentor, in the teacher's PD plan, and in performance and development review meetings.

<table>
<thead>
<tr>
<th>WHAT INDUCTION ACTIVITY</th>
<th>WHO PERSON RESPONSIBLE</th>
<th>HOW, WHEN, WHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that the Induction program is supported and monitored on an ongoing basis, both at an individual level and at an overall school level.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Monitor teacher’s performance and provide regular feedback to teacher.</td>
<td>Principal or Principal’s nominee</td>
<td></td>
</tr>
<tr>
<td>Provide mentors with opportunities to meet and share experiences.</td>
<td>Mentor Coordinator</td>
<td></td>
</tr>
<tr>
<td>Formally organised and informal regular meetings between mentor and teacher take place, exploring professional learning standards.</td>
<td>Mentor, Teacher</td>
<td></td>
</tr>
<tr>
<td>Arrange for mentors to undertake further Teacher Mentoring Training (VIT/DE&amp;T programs). Encourage attendance.</td>
<td>Mentor Coordinator; Mentor; Regional Programs Principal</td>
<td></td>
</tr>
<tr>
<td>Arrange for and encourage provisionally registered teachers to attend information sessions about the Full Registration Process.</td>
<td>Induction Coordinator, Mentor, Principal</td>
<td></td>
</tr>
<tr>
<td>Begin Performance and Development process. Encourage access to professional development opportunities, both internal and external opportunities that meet the needs of the individual and the school. Mentor to also attend (if appropriate). Ascertain what further support is required to ensure that the teacher's development needs are being addressed. Ensure the individual professional development plan is being implemented and reviewed. Provide feedback to teacher indicating strengths and successes, areas for improvement and discuss strategies by which improvements can be achieved-incorporate into their PD plan. This can be done in the context of the performance and development process for the teacher and the probation process, if applicable.</td>
<td>Principal /Principal’s nominee PD Coordinator, Mentor, Principal, PD Coordinator, Principal and Principal’s nominee Mentor, Principal, Principal’s nominee</td>
<td></td>
</tr>
</tbody>
</table>
Provide support for provisionally registered teachers to develop their portfolio fulfilling VIT Full Registration requirements (See Resource B). Aim for completion of the portfolio by the end of Term 3. The portfolio is to be also used in the performance and development review process.

<table>
<thead>
<tr>
<th>PD Coordinator, Mentor</th>
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Plan, provide and continue where needed professional development opportunities to further respond to areas of need. For example:

- Managing student behaviour
- Student assessment
- Record keeping
- Report writing
- Inclusive teaching- teaching to all learning styles and needs
- Performance and Development process
- Catering for students with specific learning needs
- Working with integration aides
- Effective teaching and learning strategies
- Communicating with parents- Parent-teacher Interviews; working with interpreters
- Curriculum Planning- developing sequenced learning programs
- Student motivation and engagement

Encourage and support mentor to attend.

<table>
<thead>
<tr>
<th>PD Coordinator</th>
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Arrange for continued opportunities to observe other teachers’ lessons, as required (refer to Resource L for further information on use of observation as a strategy).

<table>
<thead>
<tr>
<th>Mentor, Induction Coordinator</th>
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Collaborative curriculum planning with team.

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<tr>
<th>Induction Coordinator</th>
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Continue to support teacher attendance at peer meetings.

<table>
<thead>
<tr>
<th>Induction Coordinator</th>
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</table>

Organise discussions relating to the teaching career structure and career pathways.

Term 3 could highlight the application and interview process.

<table>
<thead>
<tr>
<th>PD Coordinator</th>
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</table>

Prepare for and undertake the Panel Discussion in support of those provisionally registered teachers applying for full registration. Panel makes an assessment and recommendation based on the evidence provided by the provisionally registered teacher in the form of the portfolio (VIT Full Registration requirements).

<table>
<thead>
<tr>
<th>Principal, Mentor (other than teacher’s mentor), Teacher, teacher’s nominee</th>
</tr>
</thead>
</table>
In cases where probation is applicable, teacher’s performance is monitored and regular feedback provided to the teacher.

At conclusion of probationary period meeting takes place to discuss the teacher’s performance. Probationary Outcome report to be filed and copy provided to teacher. (See Resource C)

<table>
<thead>
<tr>
<th>Principal, teacher</th>
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</table>

Facilitate evaluation of Induction and Mentoring programs at three, six and twelve monthly intervals.

(Refer to Evaluation Sheet, Resource N and Teacher Mentoring: A Professional Development and Resource Kit pp 65)

<table>
<thead>
<tr>
<th>Induction and Mentor Coordinator</th>
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Celebrate and Acknowledge.

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Additional activities (include activities appropriate for particular teacher and school).

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Supporting Documents

Resource Lists, Information and Suggestions
RESOURCES, INFORMATION, SUGGESTIONS SUPPORTING THE INDUCTION PROGRAM

The following resources provide information, suggestions and outline topics which can be covered with beginning and returning teachers during the induction program.

Each resource is referred to at some point in the Induction Program Planning Checklist. These supporting documents highlight and inform particular aspects of the Induction Program.

The resources are presented under the following headings:

a. Induction into the Local Community
b. A word on VIT and registration
c. Probation
d. Buddy’s List
e. Organisation, Policies and Functions;
f. Duties and Responsibilities;
g. General Employment Conditions;
h. School Procedures, Rules and Regulations:
   Policies
   Communication
   General Guidelines and Procedures
   Office Procedures
   Technology
   Moving Around
   School Operations And Daily Organisation
i. Key Curriculum Planning Documents and Resources
j. Teacher Professional Standards
k. Burning Issues
l. Burning Strategies
m. Acronyms
n. Induction Program Evaluation Sheet
A: INDUCTION INTO THE LOCAL COMMUNITY

I went straight from high school into Uni, and straight from Uni into teaching. I moved out of the city and lived in the country for the first time, moved away from my family and my friends, moved to a place I’d never even heard of before, and then on top of that starting this big, scary job for the first time. I would have loved just once for someone to say, ‘How are you going? Are you OK? Not just ‘Can you find the staff toilets, and can you find the books you need?’’

Teacher, Western Australia

Working in a rural school can be a rewarding experience. Not only is the teacher part of the school but they are also part of the community. Though many of the following points relate to teachers beginning work in a rural school, induction into the local community should not be limited to rural schools. It is just as important for teachers beginning work in schools within the metropolitan area to be provided with an opportunity to gain a better understanding of the community in which they will be teaching.

An induction into the local community helps establish a connection to the community. It is important to emphasise to new teachers the wealth of social activities in school communities, particularly in rural areas where the school community can be the centre of the community. It is also important to make new teachers aware of their professional obligations at all times as working in a rural school may place demands on the teacher that extend beyond the school.

The following is a suggested process that a principal can follow in inducting teachers into the community, alongside the induction into the school.

WHAT should be covered in an induction into the community program?

Demographics
- Population
  Numbers
  Age
  Gender (What is the gender balance of the students?).

- Socio-Economic Factors
  What is the employment level in the community? What are the characteristic types of employment? Are there one or two care givers? Are they working? Are students eligible for assistance? What type of assistance? Does the income level have an impact on school programs e.g. excursions?

- Proportion of single parent families.

Cultural and Linguistic background
- The diversity of the school community, the relationships between elements within the school community and their impacts on the students.

  It is important to emphasise the need to acknowledge and respect the different cultures in the community. Judgmental comments must be avoided.

- Special cultural features, practices; for example community festivals, celebrations.

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12 An Ethic of Care, Effective Programmes for Beginning Teachers
Community Belief systems
- Religious Beliefs and Practices.
  What are the religious beliefs and practices of the community – are there any significant religious belief systems that the teacher needs to be aware of? Are there any implications for the way students learn and the way teachers teach?

Community issues
- Local community issues – for example drought, factory/industry closure, peak work times.

  It is important to emphasise that the teacher needs to be sensitive to such issues, empathise with and show respect to the community.

Physical environment
- Accommodation availability, shopping complex, hospital, doctor, dentist, cinema, other schools in the area, community centre, public transport.
  The discussion surrounding the physical environment needs to include issues of personal safety and security. Another important factor that needs to be considered and discussed is how the new teacher might access critical resources such as the doctor, particularly if they are not within the town.

Community involvement in school
- The level of community involvement in the school
  Members of decision-making groups
  School Council
  Who is on the school council? Do they run any of the local businesses that the teacher may frequent? Are they involved in or do they participate in any local community organisations or projects?
  Canteen
  Library
  Reading help

- School and Community partnerships.

Becoming involved in the community
- Community organisations and projects
  What sporting, cultural and civic organisations are there?

  Emphasise the importance and reward of becoming involved in community organisations and projects.

Community expectations
- What does the community expect of its teachers?
- The teacher may be the focus of social interest.

  It is important for the teacher to recognise that some community attitudes and values may differ from the teachers own.13

Professional conduct: How to conduct oneself in a small community
- Maintain confidentiality about school matters.
- Be impartial when discharging professional responsibilities.

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13 Supporting our New Teachers: Induction  NSW Department of Education
• Be a role model; not only is the professional life of the teacher observed but so is their personal life.

  The teacher may well participate in social and sport activities with students outside of school. Professional responsibility and obligations must at all times guide the relationships developed with students. Community perceptions of the teacher, based on the teacher’s behaviour in social situations, may impact on the teacher’s professional life.

A personal question that I have asked is how do we (as teachers) behave in an environment outside of school when there are parents of children from our class or school? I asked a few different teachers this question and they gave me some great advice. It was that it’s okay to relax and enjoy yourself but to make sure that you keep in mind ‘communities’ expectations’ of teachers’ behaviour.

  Beginning Teacher, Daylesford 14

The teacher may be teaching students possibly two or three years younger than themselves.

  The teacher needs to be clear on the fine line between ‘friend’ and ‘teacher’. Relationships that are established between new teachers and other young people such as students must at all times be appropriate and consistent with their professional responsibilities.

  It is important that the school provide opportunities to discuss what to do in the event, for example, of a student developing a ‘crush’ on the new teacher, or of receiving invitations from families. This may be discussed by the teacher with their mentor.

  Social behaviour and relationships should not be open to interpretations that may place teachers at risk of accusations of improper conduct. 15

**HOW**

The induction into the local community should take place during the pre-commencement phase, as soon as the teacher has been appointed to the position, at the same time as the induction into the school. This will support the transition of the teacher not only into the school but into the community and alleviate the feeling of ‘isolation’.

• Principal or assistant principal organises a tour of the town.

• Introduce the teacher to local real estate agents; Provide local paper/s.

• Introduce to local organisations – sporting, cultural, community centre.

• Provide initial support person – buddy /contact - preferably someone who moved into the town/community and who is aware of the challenges new teachers would face.

  Local teacher is introduced to the new staff member and shares his/her local knowledge of Torquay and surrounds.

  Torquay Primary School, Case Study; Induction Resource Materials

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15 NSW DE&T New Teacher Induction: Professional support materials for Teacher Mentors, Module 2.4
The Victorian Institute of Teaching is an independent representative professional body for the teaching profession.

As with other professionals occupying positions of trust and responsibility, teachers are required to be registered in order to practise their profession. All Victorian school teachers, therefore, must be registered by the Institute.

The following categories of registration apply:

- **Full Registration** – for teachers who are qualified, are fit to be a teacher, have competence in the English language and are able to provide evidence that they have both sufficient teaching experience and are able to demonstrate the Standards of Professional Practice for Full Registration.

- **Provisional Registration** – for teachers who are qualified, are fit to be a teacher, have competence in the English language but have insufficient teaching experience or are unable to provide evidence that they meet the Standards of Professional Practice for Full Registration. Graduating teachers are granted provisional registration for 12 months.

  Under the terms of the Act, provisional registration continues for up to one year with the option to extend for a further year. Teachers may apply for full registration at any time during this period after completing a minimum of 80 days teaching practice. However, it is recommended that teachers apply towards the end of their first year.

- **Permission to Teach** – this is a limited registration for teachers who may not have an approved teaching qualification but have the appropriate skills and experience to teach, are fit to be a teacher and have competence in the English language.

**Moving to Full Registration**

In consultation with the profession, the Victorian Institute of Teaching has developed a set of standards that define what it is teachers should know and be able to do.

This reinforces, for provisionally registered teachers, the attributes good teachers display and provides a reference point for discussions about their own emerging practice.


**A Portfolio Process**

Teachers who are provisionally registered will be fully registered when they can provide evidence to demonstrate that they have met the Standards of Professional Practice for Full Registration. Provisional registration is seen as an opportunity for new teachers to consolidate their professional practice and be supported and guided by the profession as they embark on their career in teaching.

All provisionally registered teachers are required to complete a Portfolio which will provide the necessary evidence of professional practice to meet the standards for full registration.

This Portfolio consists of three parts:

- An analysis of teaching and learning reflecting upon the learning outcomes of two students
• A record of three collegiate classroom activities
• An annotated list of professional activities undertaken


Support Mechanisms
The Portfolio will normally be developed during the second and third term and is supported at the school level by an induction and mentoring program and professional development activities developed by the Victorian Institute of Teaching and the Department of Education and Training (DE&T).

DE&T Regional professional development programs for beginning teachers, while addressing overall needs of beginning teachers, also highlight the expectations of the VIT, supporting the Full Registration process. Training sessions of mentors explore the role of the mentor as well as the VIT expectations and the implications. The mentor training sessions, developed by DE&T and the VIT, build on the work of schools and regions in the provision of mentoring and induction programs.

DE&T provides resources to schools and teachers supporting school based induction and mentoring programs. These resources, complemented by regional PD programs, support the provision of quality induction and mentoring programs at the school level. Both the resources which are provided and the professional development programs which are delivered support schools and teachers to fulfil the full registration VIT requirements.

The Process to Apply for Full Registration
In most cases, teachers will have the opportunity to present their portfolio to a school based panel of peers. The panel will consist of:
• The provisionally registered teacher applying for full registration
• The principal (or his/her delegate)
• A trained mentor (someone other than the provisionally registered teacher’s own mentor)
• A teacher nominated by the provisionally registered teacher.

The panel will make a recommendation, to the Institute, of either full registration or an extension of time based on the evidence provided in the Portfolio.

For further information on Full Registration: Standards for Full Registration and the process for recognising competent professional practice refer to the:
• VIT website: http://www.vit.vic.edu.au
C: PROBATION

When a teacher is first employed in an ongoing position (excluding those teachers transferring schools, in fixed or casual positions) the teacher is required to serve a 12 month probation period in accordance with section 8 of the Teaching Service Act 1981. A minimum three-month probationary period may occur, depending on the teacher’s previous teaching experience.

The ‘offer of employment’ is required to indicate:
• that a probationary period is required.
• the duration of the probationary period.

In the case of Provisionally Registered Teachers, ‘satisfying the Victorian Institute of Teaching requirements for full registration meets the work performance component of the probationary requirements. However, for an appointment to be confirmed, the principal must also be satisfied that the teacher meets the conduct standards required of teachers in Victorian Government Schools’ (Victorian Government School Agreement – Implementation Guide, 2004).

**Purpose of Probation**

The purpose of probation is:
• To establish that the conduct and work performance of the teacher meets the standards required of teachers in Victorian government schools, before the full rights and responsibilities of ongoing tenure are confirmed.

• To support the teacher in their first year of ongoing employment through the provision of feedback, complementing the induction process.

**Assessment**

The assessment of the conduct and work performance of teachers is against the applicable professional standards within the context of the roles and responsibilities for the teacher’s classification.

**Arrangements**


This site includes key resources such as procedures and forms, [Probation Outcome Report](http://www.eduweb.vic.gov.au/hrweb/workm/perform/probTS.htm) and the [Personnel Operations Guide](http://www.eduweb.vic.gov.au/hrweb/workm/perform/probTS.htm).
**D: BUDDY’S LIST (an example)**

**NAME:**  
**KLA/TEAM:**  
**TEACHING AREAS:**  
**BUDDY:**  
Gaining skills required for immediate job performance: The functional requirements for the orientation period. (This proforma can be adapted to suit the needs of the school)

<table>
<thead>
<tr>
<th>Areas to Cover:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who’s who and where they are located: offices, areas</td>
</tr>
<tr>
<td>Staffroom – pigeon holes; staff tea/coffee/rosters</td>
</tr>
<tr>
<td>Reading the timetable</td>
</tr>
<tr>
<td>Keys to rooms</td>
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<tr>
<td>First Aid</td>
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<tr>
<td>Class lists</td>
</tr>
<tr>
<td>Photocopier</td>
</tr>
<tr>
<td>Roll marking</td>
</tr>
<tr>
<td>Mail; telephone (voice mail), fax</td>
</tr>
<tr>
<td>Computer network: intranet, internet, Edumail</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Yard duty</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Lunch orders</td>
</tr>
<tr>
<td>Monitor System</td>
</tr>
<tr>
<td>Equipment location and usage</td>
</tr>
<tr>
<td>Equipment borrowing</td>
</tr>
<tr>
<td>Daily organisation, including briefings, arrangements for extras</td>
</tr>
<tr>
<td>Leaving extras</td>
</tr>
<tr>
<td>Meetings schedule</td>
</tr>
<tr>
<td>Slips, passes</td>
</tr>
<tr>
<td>Detention process</td>
</tr>
<tr>
<td>Daily Bulletin, News</td>
</tr>
<tr>
<td>Pay related issues</td>
</tr>
<tr>
<td>Joining staff association; AEU</td>
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<tr>
<td>Emergency evacuation procedures</td>
</tr>
<tr>
<td>Maintenance reports</td>
</tr>
<tr>
<td>Special programs</td>
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<tr>
<td>Awards: week/month/term</td>
</tr>
</tbody>
</table>

Adapted from Berwick Secondary College Staff Induction Check List
E: SCHOOL ORGANISATION, POLICIES AND FUNCTIONS

Teachers need to be made aware of the following areas during the pre-commencement stage and the areas followed up in detail at meetings or PD activities. (A folder should be collated of relevant policies and information materials for presentation to each teacher. Samples of school newsletters, Education Times, etc should be included)

- Staff list with responsibilities/roles
- Contact phone numbers (school, Principal, Daily Organiser)
- Staff location diagram/listing
- Specialist roles within the school
- School decision-making processes and school structure including school council, committees. (Provide organisation chart)
- School development planning, whole school planning process
- School Charter: goals and priorities
- School policy and programs eg. Welfare and discipline, curriculum, finance, resource planning, accountability framework, professional development, community relations, Occupational, Health & Safety
- Staff handbook
- School – community relationships. Refer to Induction into the local community, Resource A
- Performance and Development Handbook
- Probation, Resource C
- DE&T organisation and structure, policies, goals and priorities. (An overview of DE&T is included in Voices from the Profession).
- Relationship of school programs to central and regional programs. Inform and support teachers to access regional induction and mentoring professional development programs
**F: DUTIES AND RESPONSIBILITIES**

This list contains items that should be considered in the discussion between the principal and teacher during the pre-commencement stage.

- Registration requirements
- Professional Standards
- Detailed explanation of the job based on an up-to-date role description
- Staff code of conduct
- How the specific role relates to others in the school, the region and DE&T as a whole
- Performance and Development Cycle
- Performance assessment requirements, including probation, if applicable
- Processes and procedures regarding access to professional development
- Requirements for student assessment records and reports
- Types of assistance available: when, who and how to ask for help
- Parental contact and communication
- Students with custody issues.
**G: GENERAL EMPLOYMENT CONDITIONS**

The appropriate items from the list below should be covered with teachers during an appropriate stage of the Induction Program. Refer the staff member to the relevant documentation and contact person (eg. Occupational Health & Safety Officer where applicable).

- Hours
- Pay
- Health and Safety
- Equal Opportunity
- Sexual Harassment (Prevention of Sexual Harassment Resource Kit for beginning and returning teachers)
- Conduct of staff and professional ethics
- Relevant government acts, legislation and awards


Edulibrary also contains relevant government acts and legislation and the SOF Reference Guide. Chapter 6 of the Victorian Government Schools Reference Guide contains detailed information, which might be relevant to teachers if they have a particular interest or concern, including information on:

- Promotion and transfer
- Higher duties
- Appeals
- Leave policies (provide sample forms)
- Superannuation
- WorkCover
- Resignation and retirement
- Staff Associations
- Relevant Bodies eg. Merit Protection Boards
- Redress of grievances
- Allowances
H: SCHOOL PROCEDURES, RULES & REGULATIONS

The following list contains items that should be covered with teachers during the Induction Program stages - Pre-commencement and Laying Foundations.

Any relevant documentation should be provided.

**POLICIES**
- Student Welfare policy and procedures
- Student code of conduct
- Discipline and classroom management policies and procedures, including detention procedures
- Smoking and alcohol policy
- OHS Policy
- Sexual Harassment Policy
- Individual School Drug Education Policy
- Assessment and Reporting policy and procedures
- Homework policy and procedures
- Technology policy relating to Internet usage by staff and students, e-mail protocols
- School uniform policy
- Authentication policies
- Late work policy/ Flexible Work Options policy
- Program for Students with Disabilities - policies and procedures

**COMMUNICATION**
- Newsletters
- Daily bulletins and announcements
- Meetings schedules (briefings, staff, departments, KLA areas, committees etc.)
- Assemblies

**GENERAL GUIDELINES & PROCEDURES**
- Wet day timetable and procedures
- Canteen procedures

- Library borrowing and return procedures
- School bus arrangements and dismissal procedures
- Collection, recording and lodging of student monies
- Student excursion procedures and requirements
- Rollmarking and attendance including late passes etc
- Guidelines for teachers leaving and returning to school during normal duty hours
- Emergencies, Displan, fire drill
- First aid rooms, sick bays, facilities and procedures, school nurse
- Reporting hazards and accidents
- Lockers
- Student access to classrooms
- Students with medical conditions requiring special notice/management
- Phone system
- Awards to recognise student and staff achievement
- Security – lock-up times/keys/alarms
- Exiting students from class procedures
- Staffroom duty rosters & arrangements
- Parent-Teacher meetings
- Sports
- Students on modified learning programs
- Instrumental Music
- Working with Integration Aides
OFFICE PROCEDURES

- Photocopying
- Word processing and computer applications
- Requisitioning supplies and equipment
- Borrowing equipment from school - guidelines for borrowing
- Filing systems
- Mail (sending and receiving)
- Petty Cash
- Tea money
- Room bookings for meetings & interviews, booking cars, buses and other school facilities
- Telephones, including making and receiving personal calls. (Provide relevant telephone directories eg school, Region, DE&T central)
- Fax machine usage
- Student records
- Staff personal records
- Technology

EQUIPMENT

Teachers should be given, if necessary, a demonstration of specific equipment to be used, and an explanation of where and how to obtain equipment, maintenance and repairs.

- Facsimile(s)
- Photocopiers
- Computers, including CD-ROMs
- Printers
- Scanners
- Video recorders, overhead projectors, slide projectors, datashow projectors, cameras
- Using SOFWeb, Edumail

MOVING AROUND

- Motor vehicles
- Use of public transport
- Insurance and travel claim entitlement
- Private mileage claims
- Logbook/sheets if applicable
- Car/Bus keys
- Accidents
- Petrol purchases
- Car Maintenance
- Rail travel

SCHOOL OPERATIONS AND DAILY ORGANISATION

- Starting and finishing times
- Recess and lunch breaks (students eating areas)
- Bell times
- Yard duty arrangements & supervision (wet day timetable)
- Vacation arrangements
- Who to call when sick
- Procedures for leaving work for students if away from school
- Social activities
I: KEY CURRICULUM PLANNING DOCUMENTS, RESOURCES & Useful URLs

- **Assessment and Reporting**

- **Beginning and Returning Teachers Program**
  This site provides details of resources and programs supporting Beginning and Returning Teachers offered by the Department of Education & Training. [http://www.sofweb.vic.edu.au/pd/begret/index.htm](http://www.sofweb.vic.edu.au/pd/begret/index.htm)

- **Blueprint for Government Schools**

- **Curriculum Reform – Essential Learnings**

- **Curriculum Resources**
  This site provides information related to curriculum including the CSF, Course Advice, Key Learning Areas, Initiatives and Programs. [http://www.sofweb.vic.edu.au/curric/index.htm](http://www.sofweb.vic.edu.au/curric/index.htm)

- **Curriculum Standards Framework**
  The CSF provides a strong focus for teaching and learning (the curriculum) and clear statements of what students are expected to achieve (the standards) in eight key learning areas during the first eleven years at school. [http://www.vcaa.vic.edu.au/prep10/csf/index.html](http://www.vcaa.vic.edu.au/prep10/csf/index.html)


- **DEST: Department of Education, Science and Training**

- **Early Years**
  This site provides information regarding the Early Years of Schooling. [http://www.sofweb.vic.edu.au/eys/index.htm](http://www.sofweb.vic.edu.au/eys/index.htm)

- **Education Times**
• **ESL and Multicultural Education**
This website includes a list of planning and curriculum materials to support students learning English as a Second Language (ESL) and to support the inclusion of multicultural perspectives across the curriculum.

**Languages and Multicultural Education Resources Centre**
This centre provides resources for ESL, languages, studies of Asia, and cultural and linguistic diversity. Tel 9349 3400 (website same as above)

• **ICT in Schools**
Explores the potential of information and communication technology ‘in the service of innovative and challenging pedagogies’.

• **Knowledge Bank**
The Knowledge Bank is a resource for education and training providers in Victoria. It supports the sharing of exemplary and promising practice across the education and training sector, and aims to improve understanding of what works, where and why it works.

• **Koorie Education**
The DE&T has a particular focus on the achievement of appropriate educational outcomes for Koorie people. This site includes Koorie Curriculum Materials consistent with the CSF.

• **Middle Years**
This site provides information regarding the Middle Years of Schooling.

• **Pedagogy**
This site provides information on initiatives that support planning and implementing pedagogical change in Victorian schools. The ’Principles of Learning and Teaching’ is one of these initiatives.

• **Promoting Positive Behaviour (Also bullying, workplace violence)**

• **Resource Kit for the Prevention of Sexual Harassment, for beginning and returning teachers**
This resource provides key information in a simple, easy to understand and accessible form targeting all new teaching staff. Information includes sexual harassment policy and procedures, legislation and definition, examples, personal liability, roles and responsibilities, online training, contacts and resources.

• **Safety School – HRWeb**

• **SOFNet (Schools Television)**
SOFNet is a satellite-delivered television network. All Victorian primary and secondary government schools have been provided with satellite dishes and decoders that enable them to receive interactive television programs. See a schedule of programs published in Education Times.
• **SOFWeb**  

• **Student Wellbeing**  
  The site aims to provide educators, parents and the community with policies and programs to enhance the health and resilience of young people in Victoria. [http://www.sofweb.vic.edu.au/wellbeing/index.htm](http://www.sofweb.vic.edu.au/wellbeing/index.htm)

• **VCE Study Designs**  

• **Vocational Education**  
J: TEACHER PROFESSIONAL STANDARDS

The Victorian Government Schools Agreement 2004 outlines the new career structure for teachers and principal class. The structure incorporates:

- One classification level for principal and assistant principal positions
- Leading Teacher
- Classroom Teacher, with three categories:
  - Expert
  - Accomplished
  - Graduate

Agreement information can be accessed on:

Five generic Dimensions of Teaching encompass the work of the teacher class.
- Content of teaching and learning
- Teaching practice
- Assessment and reporting of student learning
- Interaction with the school community
- Professional requirements

Professional Standards – Graduate Teachers

In consultation with the profession, the Victorian Institute of Teaching has developed a set of standards that define what it is teachers should know and be able to do. This reinforces, for provisionally registered teachers, the attributes good teachers display and provides a reference point for discussions about their own emerging practice.

There are eight Standards of Professional Practice within three broad themes.

Professional Knowledge
- Teachers know how students learn and how to teach them effectively
- Teachers know the content they teach
- Teachers know their students

Professional Practice
- Teachers plan and assess for effective learning
- Teachers create and maintain safe and challenging learning environments
- Teachers use a range of teaching practices and resources to engage students in effective learning

Professional Engagement
- Teachers reflect on, evaluate and improve their professional knowledge and practice
- Teachers are active members of their profession

Standards of Professional Practice for Full Registration can be viewed at the VIT website:

Professional Standards – Accomplished Teachers

Accomplished Teachers will:
- Demonstrate a high level of knowledge of relevant curriculum areas, student learning processes and resources, and can apply it in implementing programs, which enhance student learning.
- Demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential.
- Successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment.
• Respond effectively to emerging educational initiatives and priorities.
• Demonstrate high-level communication skills and professional behaviour when interacting with parents or guardians, students and colleagues.
• Successfully organise and manage aspects of the wider school program.
• Demonstrate improved teaching and performance skills through critically evaluating professional practices.
• Provide high-level professional assistance to other teachers in classroom related areas.

Professional Standards – Expert Teachers

Expert teachers will:
• Demonstrate a comprehensive knowledge of relevant curriculum areas.
• Demonstrate and model excellent teaching and learning skills.
• Demonstrate a productive contribution to the school program.
• Demonstrate a significant contribution to the development, implementation and evaluation of curriculum programs and policy, and respond to initiatives that enhance student learning.
• Demonstrate a high level of commitment to student welfare within the school.
• Demonstrate strong ongoing professional learning.

Professional Standards – Leading Teachers

Leading teachers will:
• Demonstrate exemplary teaching and learning performance.
• Demonstrate a strong commitment to personal leadership growth.
• Provide high level educational leadership in the school community and beyond.
• Build and maintain effective teams and develop cooperative working relationships that promote excellence in teaching and learning within the educational and broader community.
• Initiate, plan and manage significant change in response to new educational directions, and manage the planning, development, implementation and evaluation of curriculum policy and programs.
• Demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others.
**K: BURNING ISSUES**

The following information, ‘Burning issues’ is based on the feedback provided by beginning teachers during a focus group conducted by DE&T (May, 2003).

**Classroom Management**
This is by far the most identified issue faced by beginning teachers.

On classroom management one teacher says,

> “I’m not a mean person by nature... but from 8.30 to 3.30 I don’t smile, I’m a complete bitch. It’s like I’m an actor playing a role. Obviously it’s me somewhere, but its not really me at all. I thought I don’t want to be a teacher because I don’t want to be that sort of person…”

**What do we need to do to capture and nurture this teacher’s drive and commitment before it is too late?**

Classroom management areas, where beginning teachers feel they need support, include:

- What is the school discipline system?
- Tackling the first class
- How to discipline the class; classroom strategies to manage the class
- Dealing with difficult kids, HELP!
- Skills and strategies needed to handle difficult situations

Possible ideas to support teachers to develop a positive classroom environment include:

- Build effective relationships with students and clarify the distinction between teacher of students and friend of students.
- At the outset provide new teachers with the local procedures, the accepted school practice, the ‘discipline plan’ and opportunities to discuss and respond to questions and issues such as those listed above.
- Establish a support network for classroom management for beginning and returning teachers where necessary.
- Use the existing school professional development program to focus on classroom management. An experienced teacher can facilitate the sessions – providing

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16 Teacher, Western Australia, An Ethic of Care, Effective Programmes for Beginning Teachers, Pg 66
opportunities for role play, discussion, problem solving and development, implementation and review of action plans. Observation can be a powerful strategy.

- Participation in external professional development activities should be within a broader structured school PD program that provides opportunities to implement and review strategies back at school. Mentors should participate in any PD activities with the teacher.
- Develop teachers’ skills in dealing with student welfare issues. This may involve explaining the process for supporting students when they need extra assistance other than the teacher can provide.

**Assessment and Reporting**

Questions relating to assessment and reporting suggest a need for grounding new teachers in the role that assessment and reporting plays in the teaching and learning cycle. This provides an opportunity to lay firm foundations in the role of assessment – its purpose is to provide feedback to students and parents but, just as important, assessment informs what we teach: assessment informs the teacher of what the students know, don’t know and therefore what the next stage of teaching will be. It is important to examine the different types of assessment measures that can be used.

Questions asked by beginning teachers about assessment and reporting include:

- How do I find out the students’ ability levels?
- How do I assess students?
- When do I need to give the assessment tasks? How many? What is ‘enough assessment’? How do I prepare for reports to avoid: “It’s report writing time and my God, I haven’t got enough work assessed to be able to report.”
- What is involved in the report writing process?
- How do I prepare for the writing of reports?
- How can I create success experiences for the students? 17

**Dealing with Parents**

“You can’t be a teacher, what do you know - you’re too young’

"Anxiety attack on my first day with my prep class: first day for children, for parents and for me, in particular the parents watching my first moments." 18

Dealing with parents and the wider school community can be a source of anxiety for beginning teachers.

The anxiety felt in dealing with parents needs to be verbalised and strategies for the possible ‘worst case scenarios’ developed. To remove the anxiety from communicating and interacting with parents, particularly the parent-teacher interview, teachers need to be prepared.

It is important to emphasise, though, the positive impact on the students’ learning, when parents are involved.

"I don’t know what I would have done in my first parent-teacher interview if we hadn’t role-played it at school before hand”. Teacher, Queensland 19

**Curriculum Planning**

The importance of collaborative curriculum planning with the appropriate team or teacher during the pre-commencement period were emphasised by beginning teachers.

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17 Learnings from Focus Groups, 2003
18 ibid
19 An Ethic of Care, Effective Programmes for Beginning Teachers
If you know what you will be teaching and how before Day 1, there is time to focus on developing and establishing relationships with the students.

Schools need to provide beginning and returning teachers, prior to the commencement of teaching:

- Opportunities to plan curriculum with team.
- Opportunities to discuss curriculum within the KLA or Professional Learning Team.
- Opportunities to discuss the burning issues in the KLA – GATS, assessment, reporting.

**Legal Responsibilities**

“....do not be alone with a student”

“....stand in the corridor”

“....make sure someone is with you in the room”

It is vital to raise the issue of **duty of care**; the legal responsibilities a teacher has to students, to the school and the broader school community, and to provide opportunities to discuss the implications of this duty of care. This is a major source of anxiety for beginning teachers, as demonstrated in the above quote.

- “How do you deal with being called names by the students, for example paedophile, do you respond or not? What do you say?”
  
  What are the possible legal repercussions? – what you can and can’t do

- “What is my responsibility? Can I help a student in my prep class change his soiled clothes?”
  
  What are the possible legal repercussions? – what you can and can’t do

- “What are the guidelines in regards to the relationship between the teacher and student eg one on one interviews?”
  
  What are the possible legal repercussions? – what you can and can’t do

Provide opportunities for experienced teachers to brainstorm scenarios, likely to be faced, with beginning teachers. Follow through with a range of responses and actions and the likely consequences.

As well as providing opportunities to discuss this topic with beginning teachers, encourage teachers to attend regional professional development activities that focus on the ‘duty of care’.

Information regarding the teacher’s ‘Legal Responsibility’ can be found within the Schools Reference Guide, Section 6.16.


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20 Learnings from Focus Groups, 2003
L: BURNING STRATEGIES

Feedback
Are they happy with me? Am I teaching like everyone else?

Positive feedback is one aspect of an induction program that needs to be emphasised. Beginning teachers’ highlight the need for feedback – for reassurance that they are ‘getting it right’. Reassurance and positive feedback are essential in that they contribute to the young teacher’s confidence and self esteem.

By week seven I went to our principal and said nobody’s been into my classroom, nobody’s checked my planning. This could be a problem if I’m not doing the right thing. I need some reassurance that I’m on the right track. And he said, ‘Don’t worry if you weren’t going to cope you would have gone by now’. I went into the toilets and I just sobbed. (Teacher, Queensland) 21

This could be an opportunity for a school professional development activity, with all staff, that focuses on what feedback is, the giving and seeking of feedback. The resource Teacher Mentoring, A Professional Development and Resource Kit provides an excellent overview of the role of feedback, ‘Basic technique three – Feedback’. http://www.sofweb.vic.edu.au/pd/tchdev/tchmentors/rsrclst.htm

Observation
Observation is seen as an important strategy in building teaching capacity and practice. It is important for schools to provide opportunities for the new teacher to observe another teacher’s class and also opportunities to team-teach. Team teaching is an informal way to observe and be observed. Though there may be difficulties in scheduling, observation is a powerful strategy in supporting the professional learning of teachers.

Some comments and suggestions made in regards to observation, by both beginning teachers, principal class and leading teachers include:

- **When allowing an experienced teacher to observe classes conducted by beginning teachers, the beginning teacher must be comfortable about having the experienced teacher there without the feeling of always being reported on.**
- **The observing teacher should be someone who helps to facilitate learning rather than just observe. This may alleviate the feeling of insecurity and create team teaching.**
- **Spending time with another graduate and observing each other’s class may be something to consider as part of their induction. The graduates could provide feedback to one another.**
- **It would be beneficial for beginning teachers to have the opportunity to observe someone who is an experienced and capable teacher. It would be worthwhile to observe that same teacher conducting classes with two different groups: with differing challenges and needs; as well as observing teachers with different styles.**

Shared classroom practice is highlighted as a key component of the portfolio process which forms the VIT Full Registration requirements. Advice provided includes the need to identify the focus for the observation, an area that has been identified by the new teacher that they would like to improve in, for example, strategies for managing ‘difficult’ students. It is important that the new teacher meets with the teacher they are observing both before, to discuss the focus of the observation, and after the lesson is observed, to give the teachers the opportunity to share their thoughts and ideas for effective practice.

21 An Ethic of Care, Effective Programmes for Beginning Teachers
### M: ACRONYMS IN EDUCATION

#### A
- **ACE**: Adult and Community Education
- **ACFEB**: Adult, Community and Further Education Board
- **AEU**: Australian Education Union
- **AGQTP**: Australian Government Quality Teacher Program
- **AIM**: Achievement Improvement Monitor
- **AISV**: Association of Independent Schools of Victoria
- **ANTA**: Australian National Training Authority
- **AP**: Assistant Principal
- **APT**: Allocated Planning Time
- **AT**: Accomplished Teacher

#### B
- **BSW**: Barwon South Western Region
- **BT**: Beginning Teacher

#### C
- **C@W**: Curriculum at Work - online support material for the CSF
- **CASES**: Computerised Administrative Software Environment (in schools)
- **CEAV**: Careers Education Association of Victoria
- **CECV**: Catholic Education Commission of Victoria
- **CHW**: Central Highlands Wimmera Region
- **CPTAV**: Council of Professional Teaching Subject Associations of Victoria
- **CRT**: Casual Relief Teacher
- **CSF**: Curriculum Standards Framework – P-10 framework for Victorian Schools

#### D
- **DE&T**: Department of Education and Training (Victoria)
- **DEST**: Department of Education, Science and Technology (Australian Government)

#### E
- **EdNA**: Education Network Australia
- **Edumail**: DE&T’s electronic message service
- **EEO**: Equal Employment Opportunity
- **EFT**: Equivalent Full Time
- **EO**: Equal Opportunity
- **EORC**: Equal Opportunity Resource Centre
- **EMR**: Eastern Metropolitan Region
- **ENTER**: Equivalent National Tertiary Entrance Rank
- **ESL**: English as a Second Language
- **ET**: Expert Teacher
- **EYS**: Early Years of Schooling (Years P-4)

#### F
- **FMS**: Fundamental Motor Skills
- **FOI**: Freedom of Information

#### G
- **GAT**: General Achievement Tests (in VCE)
- **GIPPS**: Gippsland Region
- **GNE**: Goulburn North East Region
- **GT**: Graduate Teacher
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>HRMS</td>
<td>Human Resources Management System</td>
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<tr>
<td>IARTV</td>
<td>Incorporated Association of Registered Teachers of Victoria</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technologies</td>
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<tr>
<td>ISLN</td>
<td>Interactive Satellite Learning Network</td>
</tr>
<tr>
<td>ITB</td>
<td>Industry Training Board</td>
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<tr>
<td>K - 12</td>
<td>Kindergarten through to Year 12</td>
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<tr>
<td>KE</td>
<td>Koorie Educator</td>
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<tr>
<td>KEDO</td>
<td>Koorie Education Development Officer</td>
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<tr>
<td>KLA</td>
<td>Key Learning Area i.e. SOSE, LOTE, English, Mathematics, Science, The Arts, Technology, Health and PE</td>
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<tr>
<td>LAECG</td>
<td>Local Aboriginal Education Consultative Group</td>
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<tr>
<td>LBOTE</td>
<td>Language background other than English</td>
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<tr>
<td>LCM</td>
<td>Loddon Campaspe Mallee Region</td>
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<tr>
<td>LLEN</td>
<td>Local Learning and Employment Network</td>
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<tr>
<td>LMER</td>
<td>Languages and Multicultural Education Resources Centre</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language other than English</td>
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<td>LSL</td>
<td>Long Service Leave</td>
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<td>LT</td>
<td>Leading Teacher</td>
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<tr>
<td>LYS</td>
<td>Later Years (Years 10 – 12)</td>
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<tr>
<td>MEA</td>
<td>Multicultural Education Aide</td>
</tr>
<tr>
<td>MIPS</td>
<td>Managed Individual Pathways</td>
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<td>MPB</td>
<td>Merit Protection Board</td>
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<td>MYRAD</td>
<td>Middle Years Research and Development Project</td>
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<tr>
<td>MYRP</td>
<td>Middle Years Reform Program</td>
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<tr>
<td>NCVER</td>
<td>National Centre for Vocational Education Research</td>
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<tr>
<td>NMR</td>
<td>Northern Metropolitan Region</td>
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<tr>
<td>OHS</td>
<td>Occupational Health and Safety</td>
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<tr>
<td>OSE</td>
<td>Office of School Education</td>
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<td>OZJAC</td>
<td>Job &amp; Course Explorer</td>
</tr>
<tr>
<td>P - 12</td>
<td>School years Prep to 12</td>
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<tr>
<td>P&amp;D</td>
<td>Performance and Development</td>
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<tr>
<td>PD</td>
<td>Professional Development</td>
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<td>PLT</td>
<td>Professional Learning Team</td>
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<tr>
<td>POLT</td>
<td>Principles of Learning and Teaching</td>
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<tr>
<td>PRT</td>
<td>Provisionally Registered Teacher</td>
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<tr>
<td>PS</td>
<td>Primary School</td>
</tr>
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<td>PWO</td>
<td>Primary Welfare Officers</td>
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<tr>
<td>PSD</td>
<td>Program for students with disabilities</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Recognition of Current Competency</td>
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<tr>
<td>RCC</td>
<td><strong>Recognition of Prior Learning</strong></td>
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<td>RPL</td>
<td>Registered Schools Board</td>
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<td>RSB</td>
<td>Registered Training Organisation</td>
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<tr>
<td>RTO</td>
<td>Returning Teacher</td>
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<tr>
<td><strong>S</strong></td>
<td>School Assessment Coursework (VCE)</td>
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<tr>
<td>SAC</td>
<td>School Assessed Task (VCE)</td>
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<tr>
<td>SAT</td>
<td>Secondary College</td>
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<td>SBNA</td>
<td>School Based New Apprenticeships</td>
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<td>SC</td>
<td>Special Development School</td>
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<tr>
<td>SEO</td>
<td>Senior Education Officer</td>
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<td>SIS</td>
<td>Science in Schools</td>
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<td>SMR</td>
<td>Southern Metropolitan Region</td>
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<tr>
<td>SRC</td>
<td>Student Representative Committee</td>
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<td>SSN</td>
<td>Secondary School Nurses program</td>
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<td>SSO</td>
<td>School Services Officer</td>
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<td>SSSO</td>
<td>Student Support Services Officer</td>
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<tr>
<td>STEPS</td>
<td>Science and Technology Education in Primary Schools</td>
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<tr>
<td>SWC</td>
<td>Student Welfare Coordinator</td>
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<td><strong>T</strong></td>
<td>Technical and Further Education</td>
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<tr>
<td>TAFE</td>
<td>Teacher Professional Leave</td>
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<tr>
<td><strong>V</strong></td>
<td>Victorian Aboriginal Education Association Incorporated</td>
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<td>VAEAI</td>
<td>Victorian Association of State Secondary Principals</td>
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<tr>
<td>VASSP</td>
<td>Victorian Curriculum and Assessment Authority</td>
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<tr>
<td>VCAA</td>
<td>Victorian Certificate of Applied Learning</td>
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<td>VCAL</td>
<td>Victorian Certificate of Education</td>
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<td>VCE</td>
<td>Victorian Essential Learnings Standards</td>
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<td>VETis</td>
<td>Vocational Education and Training in schools</td>
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<tr>
<td>VIT</td>
<td>Victorian Institute of Teaching</td>
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<td>VLESC</td>
<td>Victorian Learning and Employment Skills Commission</td>
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<td>VPPA</td>
<td>Victorian Primary Principals Association</td>
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<td>VPS</td>
<td>Victorian Public Service</td>
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<td>VQA</td>
<td>Victorian Qualifications Authority</td>
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<td>VSIC</td>
<td>Victorian Schools Innovation Commission</td>
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<td>VSL</td>
<td>Victorian School of Languages</td>
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<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
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<td><strong>W</strong></td>
<td>Western Metropolitan Region</td>
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<td>WMR</td>
<td>Youth Employment Scheme</td>
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<td><strong>Y</strong></td>
<td>Victorian Tertiary Admissions Centre</td>
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<td>YES</td>
<td>Victorian Tertiary Admissions Centre</td>
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N. INDUCTION PROGRAM - EVALUATION SHEET

At the end of each program, the teacher and principal should together review the program using this evaluation sheet, or a modified school-based evaluation sheet, which is to be completed by the teacher. The purpose of this evaluation is to assess the program’s usefulness and to assist in planning future induction programs.

1. Did you develop an induction plan? Yes ☐ No ☐

2. Did the induction program help you to: -
   - understand the role and work requirements? Yes ☐ No ☐
   - develop your teaching and learning practice? Yes ☐ No ☐
   - develop your teaching capacity through provision of feedback Yes ☐ No ☐
   - know who to approach for assistance and support? Yes ☐ No ☐
   - access the facilities and resources needed to carry out your responsibilities? Yes ☐ No ☐
   - establish good working relationships with colleagues and school management? Yes ☐ No ☐
   - understand the policies, guidelines and procedures of the workplace? Yes ☐ No ☐
   - establish clear work goals? Yes ☐ No ☐
   - complete a professional development plan that addresses your individual and workplace needs? Yes ☐ No ☐
   - gain a sense of belonging to the school community? Yes ☐ No ☐
   - contribute and share your knowledge, skills and experiences with your colleagues? Yes ☐ No ☐

3. How would you rate the induction program?
   □ Not useful □ Slightly useful □ Moderately □ Very useful □ Highly Useful
   Why?

Induction Resource Materials – Section 1 66
4. What were the most useful aspects of the program?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. What aspects of the program did you find least useful?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

6. What additional activities should be included in future induction programs in your school?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Involve the beginning and returning teachers from this year’s induction program in evaluating the program and developing the future program, taking a leading role in the implementation of the future program.
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