



What makes a great induction program?

6.4.3 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.



Where are you now ?

- Discuss with the person next to you

1. What does your school's current induction program look like?

Where we began

- Show Induction booklet
- Half day, possibly only a session face-to-face
- How effective is this program? Why/why not?

Effective induction

Effective induction makes the transition into teaching for beginning teachers as smooth and as trouble-free as possible and includes:

- ensuring understanding of core information about the role of a teacher
- facilitating a smooth transition into a new role and work environment
- assisting the development of teaching skills and practices
- supporting teacher accreditation and performance and development
- providing ongoing moral and professional learning support.

Survey of 2017 group

Prior to implementing the Induction program in 2018 for new/beginning teachers we would like some feedback on last year's Induction Program. Below is the list of topics that were covered. We would like you to indicate, next to each topic, the degree of relevance and usefulness of this information. Please use a scale of 1 to 5 with 1 being not useful at all to 5 being extremely useful. PLEASE be honest, we will not be offended, and this information will be used to plan this year's induction program. Feel free to write comments, either against the topics on the list or any suggestions for topics to be included in future Induction programs.

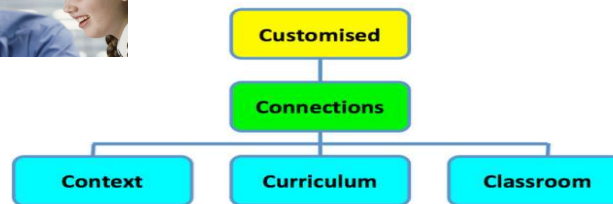
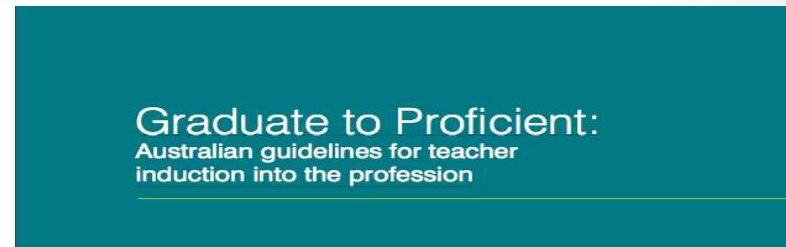
Your feedback and ideas are valued and appreciated!

Topic	Rating
Handover info (Blue Profile folders)	
Timeline	
Timetable (booking resources and facilities)	
Excursion proposals	
PBL and classroom management	
Getting to know your student (observation and assessment)	

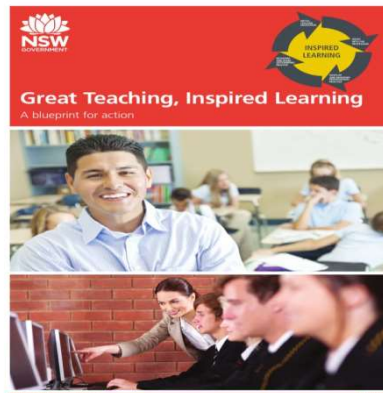
2017 group – comments/suggestions

- Would like a 'mock' excursion proposal or opportunity to write one
- Mock ILP meetings would help
- Would like information on money collection, class budgets etc
- Information on library resources and borrowing procedures
- Information on how to write in communication books, procedures for calling parents etc
- Therapists for students

What the research says...



Strong start, Great teachers



AITSL Graduate to proficient

High-quality induction programs lead to graduate teachers having a material impact on learner outcomes. Induction is an investment with high returns.

The three most important things you need to know about induction are:

1

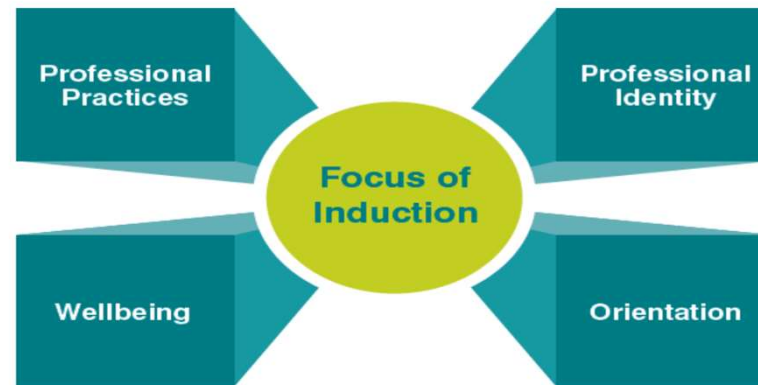
Effectiveness of induction programs increase as the range of supports and strategies provided increase. The best induction programs include practice-focused mentoring, leadership contact, participation in collaborative networks, targeted professional learning, observation and reflection on teaching, practical information and time allocation.

2

Of all the induction strategies available, practice-focused mentoring, by one or more expert colleagues, is particularly powerful in supporting the transition of a teacher from the Graduate to Proficient career stage.

3

Induction should focus on four key areas: professional practices, professional identity, wellbeing and orientation.



Practice-focused mentoring

Practice-focused mentoring by one or more expert colleagues, is particularly powerful in supporting the transition from the Graduate to Proficient career stage. It is highly valued by inductees, effective in improving their knowledge and skill, and is also a means of delivering or supporting other strategies (e.g. feedback and engagement in professional networks).

A key role for the mentor is in ensuring that the early career teacher understands that a commitment to improvement should be embedded in daily practice rather than occurring in association only with formal professional learning opportunities.



Education
Public Schools **The 5C assessment tool**

Assess how well your current induction program is implementing each component of the 5C model:

1. use the 'trigger questions' to think about how well your school is currently implementing each component
2. give each component an overall rating with this scale:

- Red: weak implementation, with either absence of the component or poor execution of it
- Amber-Red: some aspects of the component exist but there is still significant work to do
- Amber-Green: the component is in place and in fairly good shape, but could use additional improvement
- Green: strong implementation, with exemplary execution.

Component	Trigger questions	Current state
Customised How well does your induction program:	<ul style="list-style-type: none"> • identify beginning teachers' skills, dispositions, concerns and aspirations, as well as the whole-school and classroom challenges? 	<input type="checkbox"/> Red
	<ul style="list-style-type: none"> • use this information to plan the approach, time and professional development offered to support beginning teachers? 	<input type="checkbox"/> Amber-Red
	<ul style="list-style-type: none"> • monitor beginning teachers' progress in an ongoing manner and adjust support to meet individual needs as they arise? 	<input type="checkbox"/> Amber-Green
Connected How well does your induction program:	<ul style="list-style-type: none"> • direct beginning teachers to different in-school mentors on the basis of their professional practice needs? 	<input type="checkbox"/> Green
	<ul style="list-style-type: none"> • support in-school mentors with appropriate professional development? 	<input type="checkbox"/> Red
	<ul style="list-style-type: none"> • connect beginning teachers with people who can support their wellbeing needs? 	<input type="checkbox"/> Amber-Red
Context How well does your induction program:	<ul style="list-style-type: none"> • orient beginning teachers to the community, school site and resources as well as school policies, procedures, protocols and personnel? 	<input type="checkbox"/> Amber-Green
	<ul style="list-style-type: none"> • show beginning teachers how to access student data and information about the families and communities they come from? 	<input type="checkbox"/> Red
	<ul style="list-style-type: none"> • use a range of strategies to instil a sense of belonging in beginning teachers? 	<input type="checkbox"/> Amber-Red
Curriculum How well does your induction program:	<ul style="list-style-type: none"> • clarify syllabus documents, priority outcomes, planning approaches and assessment and evaluation procedures that are used? 	<input type="checkbox"/> Green
	<ul style="list-style-type: none"> • connect beginning teachers to supportive pedagogical and curriculum models and resources, like the 'NSW Quality Teaching Model' and CESE's 'What Works Best'? 	<input type="checkbox"/> Amber-Green
	<ul style="list-style-type: none"> • provide curriculum focused professional development, aligned to the standards, that is implemented within a cycle of observation, reflection and constructive feedback? 	<input type="checkbox"/> Red
Classroom How well does your induction program:	<ul style="list-style-type: none"> • clarify departmental and school behaviour expectations and provide information about school rules, behaviour programs and reward systems? 	<input type="checkbox"/> Amber-Red
	<ul style="list-style-type: none"> • provide hints, tips, models and resources on classroom layout, curriculum experiences, instructional strategies and behaviour management that focuses students on learning? 	<input type="checkbox"/> Green
	<ul style="list-style-type: none"> • include classroom observations that include quality feedback and reflection on practice? 	<input type="checkbox"/> Amber-Green

Component	Trigger questions	Current state
Customised	<ul style="list-style-type: none"> <u>identify</u> beginning teachers' skills, dispositions, concerns and aspirations, as well as the whole-school and classroom challenges? 	<input checked="" type="checkbox"/> Red
How well does your induction program:	<ul style="list-style-type: none"> <u>use</u> this information to plan the approach, time and professional development offered to support beginning teachers? <u>monitor</u> beginning teachers' progress in an ongoing manner and adjust support to meet individual needs as they arise? 	<input type="checkbox"/> Amber-Red <input type="checkbox"/> Amber-Green <input type="checkbox"/> Green
Connected	<ul style="list-style-type: none"> <u>direct</u> beginning teachers to different in-school mentors on the basis of their professional practice needs? 	<input type="checkbox"/> Red
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Context	<ul style="list-style-type: none"> <u>orient</u> beginning teachers to the community, school site and resources as well as school policies, procedures, protocols and personnel? 	<input type="checkbox"/> Red
How well does your induction program:	<ul style="list-style-type: none"> <u>show</u> beginning teachers how to access student data and information about the families and communities they come from? <u>use</u> a range of strategies to instil a sense of belonging in beginning teachers? 	<input type="checkbox"/> Amber-Red <input checked="" type="checkbox"/> Amber-Green <input type="checkbox"/> Green
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Our 'new & improved' induction program

- Customised – broken down into 4 sessions, each session focussing on what is happening at that point in time e.g. student assessment & developing ILPs in first session
- Connected – mentors matched to beginning teachers on basis of class type/teaching role
- Context – mentor pairings, mentoring sessions to follow induction sessions
- Curriculum – split group to focus on curriculum relevant to either primary or high school
- Classroom – 'practice focused mentoring' and mentoring afternoon meetings

Staff opinions - Anne

1. Can you explain what your role is in relation to the Holroyd School mentoring program?

2. Can you describe your induction to Holroyd School?
What was good about the program?
What could have been better?



3. When did you start at Holroyd School?

4. Can you tell us about the Thursday afternoon mentoring meetings?
Why did you decide to start them?

5. In what ways do you see the mentoring program supporting the induction program?

Staff opinions - Jess

1. You were involved in an induction program at your previous school. Can you describe it?

2. What problems did you encounter?

3. In terms of the Holroyd School induction program, how useful has it been?



4. What was the most beneficial aspect of the induction program?

5. Has the mentoring program supported the induction program? If so, how?

6. Other than the induction facilitators and your mentor, what other support have you had as a beginning teacher at Holroyd School?

7. What aspects of the current induction program could be improved?

Group activity – 5C for your school

- Complete the 5C assessment tool based on your school's current induction program & practices
- Choose one area – Customised, Connected, Context, Curriculum & Classroom – think of 1 change that could be made for next semester or for 2019
- Share one of your ideas with the group

Thank you !

Please take the time to give your feedback as we are always hoping to improve on the ways we share our stories and experiences to enhance our professional learning.

6.3.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.