

Orientation

The tables below provide suggestions for using the components of the 5C model of school-based induction

Customise

Suggestions to CUSTOMISE the induction process to accommodate needs during the first weeks:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>At the whole school planning level, schools could assist beginning teachers by giving careful consideration to their workloads, including for example, the classes that are assigned to them, providing class-free time and support to beginning teachers for planning and preparation, reducing playground duty and/or supporting beginning teachers on playground duty etc</p> <p>At the individual level:</p> <ul style="list-style-type: none"> • identifying and accommodating individual teacher concerns and needs • setting up regular meeting schedules to monitor support. 	<ul style="list-style-type: none"> • identifying and describing the areas of least confidence: management, planning, etc. • indicating any areas of expertise or interest • articulating preferences for classes, remembering that preferences are not always practically possible • being prepared to accept accommodations without feeling inept.

Connections

Suggestions to ensure CONNECTIONS with more experienced teachers and other beginning teachers are explained during orientation:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Introducing the following school personnel where applicable, and explaining their shared role in the induction process:</p> <ul style="list-style-type: none"> • principal • supervisor • induction co-ordinator • mentor/coach • buddy teacher • colleagues. <p>Explaining how personal support will be provided:</p> <ul style="list-style-type: none"> • establishing contact with other beginning teachers in the school or nearby who have faced similar challenges • offering support from colleagues to cope with practical problems • providing a buddy teacher or colleague to listen to and advise on personal problems and feelings • encouraging collaborative planning, team teaching and co-teaching to reduce workload. <p>Explaining how social support will be provided:</p>	<ul style="list-style-type: none"> • engaging enthusiastically and positively with school personnel - first impressions count • understanding and clarifying the roles of school personnel • asking questions to clarify any concerns or uncertainties • examining and prioritising professional networks that may be available • examining and prioritising professional networks that may be available • finding out how the school's involvement in other networks supports professional practice.

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<ul style="list-style-type: none"> • describing how the staff 'connects' socially. That is, Is there a social occasion each Term, each week? • explaining how 'teams' and project groups operate in the school • explaining arrangements for School Development Day • describing how the staff 'connects' professionally. That is, Does the staff meet in teams? As a whole staff? Do they plan collegially? Etc. <p>Explaining how professional support will be provided:</p> <ul style="list-style-type: none"> • providing a list of professional networks that will be available such as: <ul style="list-style-type: none"> ○ beginning teacher networks ○ subject area networks • explaining the school's involvement in other networks, such as Communities of Schools • indicating whether there will be any regional induction processes available • describing how the school's professional learning community operates. 	

Context

Suggestions to ensure initial information about the school CONTEXT is provided during orientation:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>General school information:</p> <ul style="list-style-type: none"> • providing staff/school handbook and map of the school • providing a general overview of school - staff, students, community • explaining first week at school, including who to report to on the first day • explaining significant events in Term 1. <p>Policies and procedures:</p> <ul style="list-style-type: none"> • providing school policies and procedures with a suggested priority order. <p>Organising a tour of the school - indicating significant points such as:</p> <ul style="list-style-type: none"> • classroom locations, staff room/s, parking, bulletin boards, pigeon holes • First Aid room, emergency exits • printers/fax machines/photocopy centres • coffee/tea facilities/canteen. <p>Explaining school procedures for the following:</p> <ul style="list-style-type: none"> • keys, security/ID badges • purchase requests, materials and supplies • room bookings, printing, photocopying • staff communications, telephones, access to DEC intranet and email. 	<ul style="list-style-type: none"> • compiling a list of questions that need to be addressed during the initial visit/s • requesting copies of information about the school and its context such as those outlined opposite • taking notes where hard or electronic copies are not available • allowing time after the visit to become familiar with the information provided.

Curriculum

Suggestions to support initial CURRICULUM knowledge, understanding and practices during orientation:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Curriculum planning:</p> <ul style="list-style-type: none"> • describing class structures • providing class allocation/class list (if available) • providing any curriculum materials/school programs/text books needed to begin thinking about planning • clarifying school planning expectations and collaborative planning processes • providing programs left by the previous teacher/s • providing hard copy or relevant Syllabus links • providing and explain preferred planning templates • explaining how to access to student data/student files. <p>Curriculum implementation:</p> <ul style="list-style-type: none"> • explaining particular pedagogical practices, such as an emphasis on explicit teaching • explaining and providing copies of school initiated programs • explaining assessment for/of/as learning processes. 	<ul style="list-style-type: none"> • considering the curriculum information required to ensure the first days in the new workplace are productive • being mindful about philosophies or views about practices that may differ from those advocated during pre-service training • sensitively sharing and discussing any personal beliefs about teaching and learning • sharing and discussing any familiar planning/programming templates or models • allowing time after the visit to examine and absorb curriculum information provided • considering where the information intersects with current beliefs and how the information provided can be used to support classroom practices.

Classroom

Suggestions to support initial CLASSROOM knowledge, understanding and practices during orientation:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Creating an environment focused on teaching and learning:</p> <ul style="list-style-type: none"> • organising a roster of classroom observations in experienced teachers' classrooms • explaining models of classroom practice and their use, such as the NSW Quality Teaching model as a tool for reflective practice • describing the importance of creating an environment focused on learning and explaining how such an environment supports classroom management • discussing the facets of classroom management such as time, room organisation, materials, behaviour, etc. • identifying particular behaviour programs in use by the school and providing information about these • describing classroom and school expectations for behaviour • outlining reward systems, etc. • explaining support for beginning teachers regarding inappropriate student behaviour in the classroom/playground • providing copies of school rules/goals. 	<ul style="list-style-type: none"> • compiling a list of questions about learning and classroom management • considering how to establish a classroom environment where the focus is on learning • developing a plan for classroom management - organisation, routines, procedures, etc. • sensitively sharing and discussing any personal beliefs about classroom practices and management • sharing and discussing any familiar models/programs that support classroom practices • allowing considerable time after the visit to study and explore school pedagogical practices, models, behaviour programs, expectations, etc. • considering where the information provided intersects with current beliefs and how the information provided can be used to support classroom practices.