

First weeks – First term

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 level:</p> <ul style="list-style-type: none"> • detailing school-based induction processes • organising classroom observations and co-teaching based on needs articulated in the personal professional learning plan • assisting with prioritisation of policies and procedures to avoid information overload • monitoring progress and accommodating emerging needs as they arise. <p>At the individual level:</p> <ul style="list-style-type: none"> • assisting in the development of a personal professional learning plan and identifying professional learning opportunities both in school, and those specifically designed for beginning teachers • setting up processes and support regarding accreditation with NSW Education Standards Authority (NESA). 	<ul style="list-style-type: none"> • attending and engaging positively in meetings with school personnel • engaging in reflective practice to identify emerging needs • monitoring progress against the personal professional learning plan • sharing and celebrating successes • suggesting school-based strategies that would best support emerging needs.

Connections

Suggestions to ensure CONNECTIONS are available with more experienced teachers and other beginning teachers during the first weeks:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Personal support:</p> <ul style="list-style-type: none"> • organising a debriefing time at the end of each day • devoting time to planning and classroom support, including co-teaching • providing relevant workplace information and moral support. <p>Social support:</p> <ul style="list-style-type: none"> • organising a morning tea/ social occasion to welcome beginning teachers • presenting or providing a welcome kit that contains 'essential items' that the staff feel are important to surviving the early weeks. (e.g whistle, a bundle of reward tokens, IOUs for debriefing time, etc.) • providing opportunities for beginning teachers to formally introduce themselves to staff/faculty describing areas of interest and/or expertise • facilitating opportunities for beginning teachers to join committees. <p>Professional support:</p> <ul style="list-style-type: none"> • locating networks such as beginning teacher networks, subject area networks, virtual faculties, etc. • informing beginning teachers of the criteria and procedures by which they will be assessed. 	<ul style="list-style-type: none"> • getting to know colleagues • seeking out and accepting support • sharing areas of expertise and/or interest • preparing a brief introduction outlining training, experiences, etc. • engaging positively in school activities • maintaining a positive attitude • participating in any networks, etc., that may be available • actively participating in school committees, meetings, etc. • establishing relationships with other beginning teachers.

Context

Suggestions to ensure ongoing information about the school CONTEXT is provided during the first few weeks:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Providing general school information:</p> <ul style="list-style-type: none"> • specific support and extra-curricular programs (e.g. homework centre, breakfast program, Reading Recovery, Tournament of the Minds, School Spectacular) • Literacy/numeracy programs (e.g. Reading to Learn, Count me in Too) • links with: other schools, the local community, services such as Community Health, Police. <p>Procedures and policies such as:</p> <ul style="list-style-type: none"> • Work, Health and Safety, Child protection, emergencies (evacuation, bomb, fire, lockdown, etc.) • procedures for entering and leaving classrooms and the school such as: where classes line up; late arrival of students; roll marking; leaving the school premises during school time, etc. • procedures for staff such as: signing on and off duty; who to notify if unable to attend work; applying for leave, etc. <p>The worksite such as:</p> <ul style="list-style-type: none"> • technology available in classrooms; purchase requests; room and resource bookings (e.g. computer lab, multi-media room, laptops, iPads); accessing stationary, art supplies etc.; collecting sport/excursion money etc. • staff communication - SharePoint, etc; Ingoing/outgoing mail; etc. 	<ul style="list-style-type: none"> • maintaining an ongoing list of questions as they arise • becoming familiar with the range of programs that are in the school • gradually learning about the school policies and procedures and knowing who to ask when unsure • finding out how best to communicate with parents/caregivers • taking time to get to know the students by talking to them and colleagues.

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<ul style="list-style-type: none"> • school times - opening and closing hours, bell times etc. <p>Behaviour management such as:</p> <ul style="list-style-type: none"> • Specific school rules and consequences are outlined as well as any specific school behaviour program - for example, Positive Behaviour for Learning. <p>Copies of relevant documents such as:</p> <ul style="list-style-type: none"> • school handbook, class lists, whole school timetable. Events that need to be included in the class timetable - assembly, scripture, sport, etc. • Annual School Report, School plan, relevant syllabuses • playground duty rosters, bus duty rosters, procedures for wet weather, including school policy and rules relating to the playground. <p>Cultural support:</p> <ul style="list-style-type: none"> • information regarding the student population and their families such as percentages of students: that speak a language other than English as their first language; identify as ATSI; identify with an ethnic group other than Australian • the religious groups students identify with; ethnic and religious issues relating to students and their families • special needs, medical requirements, assessment information, student profiles, student records • how the school communicates with parents and caregivers; current contact details for parents & caregivers and procedures for contacting them; parent information sessions and expectations of teachers regarding these. 	

Curriculum

Suggestions to ensure ongoing CURRICULUM knowledge, understanding and practices are examined during the first weeks:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Curriculum planning:</p> <ul style="list-style-type: none"> • outlining and explaining expectations regarding planning and programming and how syllabuses support these processes • assisting with planning and programming • demonstrating how ongoing assessment links to planning • outlining assessment processes • co-planning lessons for at least the first two weeks of teaching • explaining content overviews and school scopes and sequences. <p>Curriculum implementation:</p> <ul style="list-style-type: none"> • providing professional learning required for any school programs such as PBL, Focus on Reading, etc. • co-teaching with beginning teachers • providing feedback and encouraging reflective practice • providing demonstration lessons • organising classroom observations in colleagues' classes • modelling specific strategies and processes, particularly to show how to cater for a range of student abilities • outlining expectations regarding standards. 	<ul style="list-style-type: none"> • engaging in co-teaching • participating in cooperative planning sessions • being confident and enthusiastic • seeking and accepting feedback and using feedback as a tool for improvement • engaging in a plan, teach evaluate cycle • identifying personal areas of need • reflecting in terms of what worked/didn't work at the end of each lesson/day • requesting demonstration lessons or co-teaching lessons to assist overcoming areas of need.

Classroom

Suggestions to ensure ongoing CLASSROOM knowledge, understanding and practices are explored during the first weeks.

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Create an environment focused on teaching and learning:</p> <p>Demonstrating and co-learning how to:</p> <ul style="list-style-type: none"> • use lesson starters that cue students into learning • set and communicate learning goals for lessons • describe success criteria • chunk learning into manageable bits • sequence a lesson • use multiple approaches to present the bits such as written text, visual aids movement, sounds, smells, tastes, anecdotes, etc. • pace and time lessons and lesson transitions • set up and implement a classroom management plan • establish order, begin and conclude lessons • negotiate consequences for acceptable and non-acceptable behaviour with students • establish routines within the classroom such as movement, collection & distribution of texts, etc. 	<ul style="list-style-type: none"> • knowing the content and planning how to explain it • keeping lessons focused on student learning • building positive relationships with students • combining enjoyment and hard work • expecting high standards • developing confidence and self-esteem and eliminating fear of failure • observing how experienced teachers use pacing and timing, establish routines, maintain expectations for appropriate behaviour etc • projecting the voice clearly and confidently • giving effective directions – such as gaining attention; not too many; clear and easy to follow; writing down more complicated directions; checking that students understand; checking that students are carrying out directions • demonstrating whole class awareness (eyes in the back of the head) • using rewards judiciously • being consistent and ensuring fairness.

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>NB:</p> <p>Most schools will have procedures for serious classroom behaviour or student incidents. Supervisors could co-teach the revision of these with students.</p> <p>Many schools have set procedures for general classroom management. If this is the case, supervisors could co-teach the revision of these with students.</p>	<p>NB:</p> <p>Responding to inappropriate behaviour could include:</p> <ul style="list-style-type: none"> • look/pause/comment – non-verbal > naming student/make a comment • presence - move to behaviour and quietly find the cause • reprimand - related to the work at hand; repeat expectations • time out - removal from the immediate area for a short period of time • student-teacher discussion- for more serious problems such as defiance: stay calm, do not get into a confrontation or power struggle. Set the class to work, remove student from the situation. Indicate that action will be taken later and after discussion. Ensure you listen to the student's explanation for their behaviour. The tone of the discussion should be fair, reasonable and courteous. Don't harangue the student for an apology. Forced apologies are counter-productive as they are not meant and through humiliation lead to a rekindling of resentment.