

Moving towards Phase 2

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:

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"> • scheduling regular meeting times to ‘check in’ • monitoring progress to accommodate emerging needs as they arise and easing back in some support areas • continuing to organise classroom observations and co-teaching based on needs articulated in the personal professional learning plan. <p>At the individual level:</p> <ul style="list-style-type: none"> • monitoring and adapting individual professional learning plans • monitoring progress using the Australian Professional Standards for Teachers as a framework • encouraging reflection on developing practices • providing specific feedback aimed at improving practice. 	<ul style="list-style-type: none"> • attending and engaging positively in meetings with school personnel • using reflective practice to improve teaching and learning • monitoring progress against the personal professional learning plan • suggesting school-based strategies that would best support emerging needs • identifying specific areas of need to target during classroom observations and demonstrations • sharing and celebrating successes • maintaining openness to new ideas and being prepared to try new things • being prepared to persist with new strategies in the classroom.

Connections

Suggestions to ensure CONNECTIONS are available with more experienced teachers and other beginning teachers:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Personal support:</p> <ul style="list-style-type: none"> phasing back debriefing time to once per week ensuring that supervisors/mentors/coaches continue to have adequate allocated time for planning and classroom support, including co-teaching ensuring that moral support continues past the initial steps as by this time ‘realities’ could be sinking in - asking beginning teachers: R U OK? <p>Social support:</p> <ul style="list-style-type: none"> being mindful of workload and burn out, finding out if beginning teachers would like to participate in additional activities (e.g. homework centres) ensuring that beginning teachers are included and feel welcome; observing beginning teachers to make sure they are feeling comfortable within the school community. <p>Professional support:</p> <ul style="list-style-type: none"> following up on networks and participation such as beginning teacher networks, subject area networks, virtual faculties, etc. encouraging collegiality and collaboration and exploring avenues within the school and beyond to provide professional support where appropriate, ensuring that professional support is customised to meet the needs of beginning teachers and directly related to teaching and learning. 	<ul style="list-style-type: none"> maintaining a positive attitude talking to colleagues/buddy/other beginning teachers about personal and social concerns trying to maintain a work-life balance engaging positively in school functions and activities actively participating in any networks, etc., that may be available actively participating in school committees, meetings, etc. maintaining relationships with colleagues and other beginning teachers accepting offers of support from colleagues being excited about new learning. Don’t think you learned everything there was to learn about pedagogy during pre-service training. Pre-service training is only a small part of lifelong learning treating colleagues with respect and collegiality working collaboratively with colleagues.

Context

Suggestions to ensure ongoing information about the school CONTEXT is provided:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Cultural support:</p> <ul style="list-style-type: none"> • ensuring that beginning teachers know who to go for further support, as ongoing challenges will continue to arise • providing positive role models; pairing beginning teachers with colleagues who have similar teaching styles or philosophies • ensuring that professional learning moves beyond sharing materials and involves positive discussions about the school culture • ensuring beginning teachers know the procedures for communicating with local community groups and if necessary, particular parents/carers • exploring beginning teachers' impressions of the school climate and culture; focusing on sharing and jointly addressing the problems encountered in classrooms and the school • providing opportunities for beginning teachers to develop a deep understanding of the school's mission and vision statements • modelling how to deal with negative statements about teaching, students, colleagues, parents/carers and the school in general • providing cultural, ethnic and religious understanding through professional learning (particularly in schools with Aboriginal students) and assisting beginning teachers to communicate with particular community groups (e.g. through the use of interpreters, Aboriginal Education Officers). 	<ul style="list-style-type: none"> • knowing who to go to for what. For example, the buddy for where to find something, the supervisor and/or mentor/coach for curriculum support • avoid engaging in negative discussions about the executive, students, colleagues, parents/carers or the school in general • getting to know colleagues on a personal level. This helps understand why they may act/react in particular ways • asking more experienced colleagues how to deal with negativity • observing how others deal with negativity in the school, staffroom, meetings, etc. • seeking out support about how to engage and communicate with particular community groups in the school • finding out how the support personnel in the school can help to understand and engage with the local community.

Curriculum

Suggestions to ensure ongoing CURRICULUM knowledge, understanding and practices are examined:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Curriculum planning:</p> <ul style="list-style-type: none"> • beginning to move beyond a focus on single lesson planning or weekly planning to longer term planning – a lesson sequence (a program or unit of work) • outlining and explaining particular planning models used. For example, the four Quality Teaching questions, Backward design, etc. • using the NSW Quality Teaching model as a tool to reflect on curriculum planning • describing the required components of the program that is to be submitted. For example, class profile, timetable, etc. • emphasising that any written planning should be such that it can be used on a weekly and daily basis – not put away until the next submission date • ensuring that planning reflects ongoing student assessment, syllabus expectations and school targets • explaining and demonstrating how ongoing assessment information can be gathered as part of teaching and learning • setting up structures for monitoring student achievement • explaining the differences between assessment for/of/as learning • providing opportunities for co and collaborative planning. 	<ul style="list-style-type: none"> • planning learning goals for lesson sequences/lessons • linking the teaching and the learning experiences to the planned learning goals • exploring when and how to use modelled, guided and independent teaching strategies • experimenting with a variety of student grouping structures based so that students are not always sitting in ‘ability’ groups or individually • engaging in classroom observations and team teaching with a specific purpose • being observed and seeking and accepting feedback. Using feedback as a tool for improvement • reflecting on planning and teaching • requesting demonstration lessons or co-teaching lessons to overcome areas of need • identifying personal areas of need in terms of planning and implementation • being well-planned, yet flexible to accommodate student interests and needs • integrating other content /key learning areas where possible • catering for differing learning modalities and styles

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Curriculum implementation:</p> <ul style="list-style-type: none"> • modelling, demonstrating and supporting beginning teachers to use modelled, guided and independent teaching strategies to support students to achieve the lesson/learning sequence goals • insisting that every lesson is grounded within the planned learning sequence and the ensuring the reasons for its inclusion are obvious • observing beginning teachers and providing constructive improvement feedback using the NSW Quality Teaching model • demonstrating and modelling techniques that provide differentiated instruction while maintaining the same learning intention • requiring beginning teachers to reflect on their teaching strategies and techniques • providing opportunities for classroom observations in colleagues' classrooms to demonstrated particular teaching strategies and techniques • focusing on one or two areas at a time. 	<ul style="list-style-type: none"> • using a variety of activities and methods to actively engage students • providing timely and specific feedback to students.

Classroom

Suggestions to ensure ongoing CLASSROOM knowledge, understanding and practices are explored:

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>Maintain an environment focused on teaching and learning:</p> <p>Demonstrating how to:</p> <ul style="list-style-type: none"> • set and expect high standards while providing appropriate support • articulate learning intentions to students • ask students to reflect on their learning and describe where they need to go next • motivate and engage students by providing choice of ways to access learning and demonstrate their learning • use the NSW Quality Teaching model to reflect on the learning environment • use sociograms to establish seating plans, desk plans and student groupings • pace and time lessons to keep the lesson flowing without getting bogged down • expect students to enter the classroom ready to engage in the coming lesson • organise and use materials and resources to enhance learning, not to keep students engaged • detect the subtle difference between ‘on task’ and ‘quiet’ • ensure consistency and fairness in terms of expectations for work and 	<ul style="list-style-type: none"> • assuming responsibility for the classroom and students’ success • speaking in an appropriate tone and volume • setting and expecting high standards of work and behaviour • ensuring students know what they are going to learn and how the lesson will proceed • helping students make real-world connections to new content • making subject matter relevant to students • considering how to engage and motivate students • observing how experienced teachers manage the classroom • observing how experienced teachers maintain expectations for appropriate behaviour • using rewards judiciously and appropriately • being firm, consistent and ensuring fairness • reflecting on management issues in terms of the teacher and the teaching • asking for assistance before management issues escalate • using the NSW Quality Teaching model to reflect on and improve teaching and learning • enjoying teaching and encouraging students to enjoy learning

Schools could assist beginning teachers by:	Beginning teachers could assist schools by:
<p>behaviour standards</p> <ul style="list-style-type: none"> • accurately identify the source of management issues • offer support for student behaviour that avoids sending students to a higher authority. 	<ul style="list-style-type: none"> • listening to student questions, comments and concerns • treating students with respect and dignity, even in difficult situations • addressing students by name • displaying student work around the room/s • expecting students to speak respectfully to each other • monitoring student engagement in activities • effectively using the whole classroom – roaming, circulating.