

Stakeholders in the induction process

Beginning teacher

Barry & King (2001) talk about the ‘reality shock’ that stems from the gap between the ideal and the reality of teaching.

School-based induction processes support beginning teachers to move beyond the reality shock of their first teaching experiences to become confident and competent teachers.

The beginning teacher plays an important, but not solitary role, in school-based induction processes. The beginning teacher is the nucleus of what could be termed a school-based induction team and shares equal responsibility for the induction along with the principal and other staff.

It is expected that the beginning teacher will alert members of the school-based induction team to concerns and needs as they arise and seek clarification about induction procedures and processes as necessary.

To support school-based induction processes beginning teachers need to:

- see induction as a positive means of professional growth
- be open to new ideas and to the exchange of information
- be aware of, and identify, professional needs through purposeful reflection
- be respectful of other members of the school induction team
- honour commitments such as meeting times and schedules
- participate in group and individual professional learning activities
- maintain confidentiality where needed
- ask for assistance when needed
- advocate for personal, professional learning needs
- understand the *Australian Professional Standards for Teachers* and the requirements for accreditation at the Proficient stage
- actively manage their own accreditation process
- effectively demonstrate the competencies required of teachers at the career stage of Proficient.

References

Barry, K & King, L 1998 *Beginning teaching and beyond*, 3rd edn, Social Science Press, Katoomba.