

Stakeholders in the induction process

Supervisor

All teachers, including casual and temporary teachers employed regularly and for block periods, require the ongoing professional support of a supervisor.

A supervisor may be a person in an executive position, for example, the assistant principal, head teacher, deputy principal or principal. In particular circumstances an experienced teacher may take on the role and responsibilities of a supervisor. They have been specifically selected by the school because of their expertise in teaching and learning, their exemplary communication skills and sound knowledge and understanding of how the school works.

To this end the supervisor plays a crucial role in school-based induction processes. He/she is the school-based person who often has the most direct contact with beginning teachers. Their role is to oversee the personal, social and professional well-being and development of the beginning teachers they supervise.

To support induction processes supervisors can:

- encourage suitable experienced teachers to become mentor/coach for beginning teachers
- approach appropriate experienced teachers to act as the buddy teachers for beginning teachers
- co-develop and oversee a contextualised school-based induction program
- provide an overview of expectations in relation to teaching and learning programs within the school
- collaboratively plan and program for teaching and learning
- review, analyse and provide feedback on teaching programs and student learning outcomes
- negotiate, schedule, plan for and participate in teaching observations and team teaching and feedback discussions
- communicate regularly with other induction team members with the intent of supporting the individual needs of beginning teachers and improving their practice
- ensure that beginning teachers have access to and engagement with all relevant documentation, legal requirements, professional expectations and the responsibilities and obligations outlined in departmental policies
- ensure beginning teachers are supported through the accreditation process at the Proficient stage of the Australian Professional Standards for Teachers
- ensure teachers meet mandatory course requirements and verify completion of required courses.