Creating and Supporting a Performance & Development Culture

Sample Application – Element 1 – Kilberry Valley PS

Element 1. Induction for teachers new to the school

1.1 Describe the induction program
The Induction Program begins in the year prior to taking up a position at the school. Days are set aside for each sub school to plan curriculum for the following year/term. New staff are invited to attend and participate/familiarise themselves with the team members and organisation. At the end of the previous year new staff is invited to attend for a short session where they will meet with their allocated grade for the following year. A week prior to the commencement of the New Year an ‘Induction Day’ is held where school procedures and organisational matters are discussed. All new teachers are linked to a mentor (mentors have been VIT trained or are familiarised at school level with necessary skills). The mentor, in a majority of cases, will be working in the classroom next to the new teacher to provide support. A ‘new teacher coordinator’ has been appointed. The role is to hold regular meetings with new teaching staff. It is here that, as a group the new teachers are able to discuss any matters that they wish. It is also the role of the coordinator to communicate any issues to the relevant personnel to help solve/support the new teachers with any problems that might arise. New experienced teachers are linked to a support person who has an understanding of school procedures. An extension to this is the VIT Support Group. With mentors the VIT registration procedures are covered and timelines for completion of portfolios are put in place. The review process links to VIT competencies and the portfolio. An internal Professional Development program is in place where on Thursday mornings from 8.00am to 8.30am staff can attend sessions on basic classroom structure from running Early Years Literacy and Numeracy through to classroom management and for the more experienced teachers a range of sessions focussing on areas of need from PD audits. Thursday morning PD/Induction Program is split to cater for new teachers to the school (experienced) as well as graduates.

1.2 Evaluation
We have received positive feedback from Teacher Reviews, graduate meetings, support meetings, sub school meetings, mentors and staff meeting workshops with regard to our comprehensive and inclusive induction program. We have been invited to include our Induction Program on ‘Sofweb’ as a resource for other schools due to the success of this program. The induction/mentoring program undergoes continual review and development. The role of New Teacher Coordinator was created in 2005 as a Leading Teacher. This role was in place in 2004 but is now recognised as a significant role within the school. The open
consultative approach at this school ensures staff has input and is given opportunities to provide ideas to enhance programs in the school.

100% of current graduates have achieved full registration with the VIT. The staff has completed an audit on the induction program – as a result we have reviewed PD provision across the school and implemented a process which provides PD for all levels of experience. Through our constant and continuous review formats we have established an induction and PD program that supports the direction of the school and all staffing levels.

The School Organisational Health survey indicates that the school is operating above the state mean. The PDCQ survey supports level four of the accreditation framework with the average in element 1 being 4.9 and 5.0.

1.3 Documentation

Induction Agenda 24th January
Induction Meeting Timeline