Sample Application – Element 1 – St Helena SC

Element 1: Induction for teachers new to the school

- Over time, St Helena has developed a sequential Induction program with key information transmitted at the most beneficial time. At the beginning of each school year, teachers who are new to St Helena have a comprehensive one full day Induction prior to the return of other staff. This day is largely spent on explaining the educational focus of the college, then house keeping matters that are of immediate importance to new staff members, in particular where to find information and how to access the college’s intranet. There is a detailed Staff Handbook available online and we provide new staff with a hard copy of the General Information Section.

- In addition, there are two Friday afternoons set aside early in Term 1, one which focuses on curriculum aspects and one which focuses on the welfare aspect of the School.

- Then immediately prior to their first parent teacher interviews at the end of Term 1, all new staff attend a Professional Development session where the processes of the College are explained and role plays are carried out.

- Early in term two, we also run a Professional Development activity on the reporting system. There is an up-to-date user guide for the reporting system available online.

- New Staff to the college are allocated a buddy/es by their Learning Area Coordinator. Buddies usually teach the same subjects at the same year level as the new staff and therefore can provide real direction and support in relation to both subject and student management matters.

- St Helena has a fully documented curriculum available on the school intranet.

- Our Induction Program is aligned closely with the DE&T and VIT guidelines in that we have
  - An Assistant Principal responsible for staff, a Leading Teacher who is also the Mentor coordinator
  - A Formal Mentoring Program and an informal buddy program which fits along side the Mentor Program.
  - While Collegiate Classroom activities are specifically a part of the VIT guideline, they are also a key element in our own Appraisal process for all teachers, not just teachers who are new to the school.

Evaluation

The Performance and Development Culture Questionnaire indicates that 76% of staff new to school in the last two years were provided with an Induction program. We believe the 24% negative response is largely made up of those who joined the college after Term 1 when vacancies arose and thus missed most of the Induction activities. The college has already recognised that this is a critical area where improvement is needed.

However, of those who began their positions at the start of the academic year and hence received the Induction Program, the results of the ACER survey on a 5 point scale were very positive.
The school’s induction program prepared me well 4.1
My designated support person or mentor was well prepared 4.1
My designated support person or mentor was readily available 4.3
My designated support person or mentor followed up regularly 3.9

It should also be noted that our first year teachers who were required to undertake VIT registration indicated St Helena’s “Procedures for mentoring were consistent with the VIT guidelines” were excellent, with a rating of 4.7.

Documentation

Appendix 1 Comments from “Staff Induction Survey 2004”
Appendix 2 ACER Performance and Development Culture Survey- Induction for New Teachers