Element 1 – Induction for Teachers New to the School

Description
For many years the turnover of staff at Timboon P-12 School was minimal, and induction tended to be informal and more concerned with informing new teachers about simple practices and procedures. While understanding the practices and procedures is an important element of the induction process, pedagogy and discussions about good teaching practices are now considered to be vital.

New teachers meet with the Principal each Thursday after school for one hour to be taken through the documented Induction program which is continually reviewed and modified. The meeting discusses policies, procedures and pedagogy and each staff member is encouraged to speak about issues, incidents and successes etc. that have occurred in their classroom. With guidance from the Principal, the group discusses strategies that can be used to address issues and improve their curriculum delivery. Significant issues may lead to the inductee being referred to specific professional development or provided support from a specific teacher.

This process begins on appointment to the school and continues for the year. Teachers are each provided with their own Induction Booklet that sets out the program. New and returning teachers are given high priority for professional development, particularly with completing training in the school priorities of Restorative Practices and Covey’s 7 Habits Of Highly Effective People. A mentor is assigned to each new teacher and time-as-required is offered to both to allow them to meet on a regular basis. As well as providing advice and support regarding pedagogy and school procedures, mentors assist Provisionally Registered Teachers with their portfolio for full registration. All mentors and staff being mentored attended the Victorian Institute
of Teaching sessions and specific training modules provided by the Barwon South Western region. Members of the Principal class have a strong understanding of the VIT Registration process through attendance at VIT briefings.

The Professional Development coordinator regularly seeks out specific programs that would be of benefit for the new teachers and are aligned with their personal professional development plan. As a school we support the training of student teachers and regularly have students from Deakin, Ballarat and Latrobe Universities. This is important for we believe it is a professional responsibility of schools to support teacher training and it is also an opportunity for teachers supervising students to reflect upon their own teaching when being observed by the student teacher and discussing pedagogy with them. In recent years four teachers who completed their teacher training at Timboon P-12 School were later employed by the school.

**Evaluation**

The Performance and Development Culture Questionnaire indicated that 100% of teachers were provided with an Induction Program and mentor. The effectiveness of the program was also rated highly with only ‘Designated support person or mentor followed up regularly to assess progress’ not scoring 100%. This aspect rated 85.7%. Mentors and staff being mentored will be reminded that they need to meet regularly and that time will be provided for them to do this. The overall element summary score was 97.1%, indicating a strong belief by new teachers that they are being well prepared and well supported by the school. New teachers are asked to complete an evaluation of the Induction Program. This information is used to monitor and improve the program. In 2007 the Induction Program will be extended to include regular meetings between the Principal and second year teachers.

**Documentation**

- Each new teacher is provided with their own Induction Booklet, setting out the program and encouraging note taking. One page from the booklet has been provided (Appendix A)
- Induction Evaluation Sheet (Appendix B)