


# PRINCIPAL AND SCHOOL LEADER GUIDE TO INDUCTION OF GRADUATE TEACHERS

DRAFT FOR CONSULTATION





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## MORE INFORMATION

While this Guide is aimed at providing information for recent graduates, principals and school leaders can also apply relevant supports to any teacher who is new to a school.

- Starting a job in a government school (induction): <https://www.education.vic.gov.au/school/teachers/profdev/Pages/induction.aspx>
- Induction for New and Beginning Teachers: <https://edugate.eduweb.vic.gov.au/edrms/keyprocess/teachers-induction/Pages/Home.aspx>
- Contact: [professional.practice@edumail.vic.gov.au](mailto:professional.practice@edumail.vic.gov.au)

# Introduction

**During the first two years of teaching, graduate teachers undergo enormous growth. A consistent and thorough approach to induction supports graduate teachers to develop strong relationships with students and colleagues whilst building their pedagogical knowledge and experience.**

A well supported graduate teacher will have an immediate impact on student learning and meaningfully contribute to all aspects of school life.

Graduate teachers provide dynamism in our teaching workforce and actively engage their recent and ongoing learning to improve student learning outcomes. Graduate teachers are critical to the success of our future generations of students.

Strong and consistent school leadership is crucial to the successful implementation of effective graduate teacher support. This Guide has been developed to assist principals and school leaders to foster the motivation, dedication and enthusiasm of graduate teachers.

The Guide:

- provides practical implementation steps for a comprehensive induction process
- addresses specific areas of challenge to graduate teachers to build their skills, confidence and experience.

The companion guide to this resource: *Graduate Teacher Induction Guide* is designed and written for graduate teachers. Used together, these two guides can support consistent and collaborative conversations between school leaders and graduate teachers about professional practice, professional identity, orientation and wellbeing.

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**When I'm feeling happy in my teaching practice I am positive and collaborative. I'm open to new learning and ideas. I am inspired.**

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Graduate Teacher 2018





## WHY IS IT IMPORTANT TO SUPPORT GRADUATE TEACHERS?

### From provisional to full registration

A graduate teacher is a recent graduate of an Initial Teacher Education course who is employed in a Victorian government school, and who is registered with the Victorian Institute of Teaching (VIT) as a provisionally registered teacher (PRT). The VIT sets a two-year period within which a PRT can demonstrate that they meet the requirements for full registration.

### The Education State vision for inspired graduate teachers

Graduate teachers can make a significant difference to improving student learning outcomes. Drawing on the evidence base and extensive stakeholder feedback, the Department of Education and Training's (the Department) vision for graduate teachers is that:

**Graduate teachers are inspired to collaborate with their peers, build professional practice expertise, and act as professional change agents through a supportive, developmentally focused induction into the teaching profession.**

### Supporting excellence

Strengthening of induction and mentoring for graduate teachers was identified as an important component of the Excellence in Teacher Education reforms announced by the Minister of Education in November 2016. Alongside improving the support for early career teachers, the reforms include measures to: raise entry standards into initial teacher education; support robust alternative pathways into teaching to promote diversity; and improve the quality of initial teacher education courses.

### Improving student outcomes

The single most important thing we can do to improve student outcomes is to improve the quality of teaching and learning in every classroom.

Teachers play a pivotal role in building the Education State and are at the core of all workforce reform. Graduate teachers are the next generation of collaborative professionals.

### Commitment to the profession

Graduate teachers who participate in teacher induction, work with mentors and are supported from the beginning of their careers:

- feel more satisfied with their job and committed to the profession<sup>1</sup>
- are more effective in supporting their students to continuously improve learning outcomes<sup>2</sup>
- are committed to ongoing professional development.

A well-designed induction program may help teachers improve student engagement and their classroom management skills.<sup>3</sup> Retention of graduate teachers can improve by as much as 85 per cent when they have a positive and engaging experience in induction processes and are working with well trained mentors.<sup>4</sup>

### Classroom readiness

We also know that commencing graduate teachers have varying levels of classroom readiness and may need support with:

- accessing school-wide curriculum plans
- establishing clear classroom protocols and managing challenging behaviour
- assessing and reporting student progress
- communicating with parents/carers
- cultural competencies and supporting student priority cohorts
- developing resilience in their professional practice
- progressing from provisional to full registration with the VIT.

<sup>1</sup> Fletcher, S. & Strong, M. (2009). Full-release and site based mentoring of elementary grade new teachers: An analysis of changes in student achievement. *New Educator*, 5, 329-341.

<sup>2</sup> *ibid.*

<sup>3</sup> Everton, C. & Smithey, M. (2000). Mentoring effects on protégés classroom practice: An experimental field study. *Journal of Educational Research*, 93(5), 294-304.

<sup>4</sup> Kutsyuruba, B. (2012). Mentorship of beginning teachers: The Canadian context. In R. Yirci, and I. Kocabas (Eds.), *Mentoring practices around the world*, pp. 173-200. Ankara, Turkey: Pegem Akademi.

## Self-efficacy

Broad consultations with the education community found that graduate teachers:

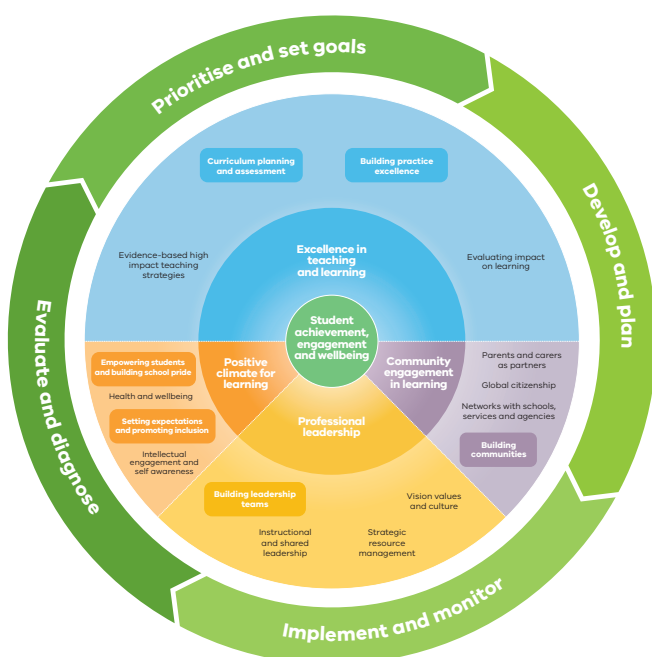
- join the profession because they want to make a difference
- are ready to use available data, and are disposed to reflection and observation to improve practice
- expect challenges and support in their first years of teaching.

**My tip for new teachers is to focus on positive attitude and effort – target your students' engagement.**

Graduate Teacher 2018

## Alignment with the Framework for Improving Student Outcomes

Induction and mentoring supports in Victoria align with two components of the Framework for Improving Student Outcomes (FISO) – the Excellence in Teaching and Learning priority, and the Strategic Resource Management dimension of the Professional Leadership priority.



## INDUCTION AND MENTORING SUPPORTS IN VICTORIA

Induction is not an isolated practice. School leaders have leveraged their professional networks to build strong, area-based collaborative induction practices. Principals and school leaders provide resources and supports to graduates from within their schools, regions, and central program areas in the Department to develop a quality induction experience.

In addition, several system-level components are in place to support graduate teacher induction:

- Graduate Teacher Conferences to support graduate teachers to build professional practice and identity and establish professional networks beyond their own schools.
- The Effective Mentoring Program (EMP) to prepare teacher mentors for supporting graduate teachers' professional growth and wellbeing during the first two years of employment.
- The Mentoring Capability Framework (MCF) for graduate teachers, mentor teachers and school leadership to support and guide the mentoring relationship.
- The Graduate Teacher Learning Series (Learning Series) – an online professional learning series designed to address specific graduate needs, reflect graduate voice and encourage development of professional networks.
- A graduate teacher induction portal that consolidates resources and information for graduate teachers.
- Guidance and resources that step out a best practice induction experience, including:
  - » *Principal and School Leader Guide to Induction of Graduate Teachers* (this document)
  - » *Graduate Teacher Induction Guide*
  - » *Induction timeline and checklists for graduate teachers – Years 1 & 2* which sets out key induction tasks from the time of a graduate teacher's recruitment through the first two years of teaching (see Appendix 1).

## HOW TO USE THIS GUIDE

These guidelines, associated supports and resources will assist graduate teachers to develop their professional practice and expand their repertoire of skills to manage the varying responsibilities and challenges teachers experience within the classroom.

In this Guide, principals and school leaders will find:

- evidence and a rationale for a rigorous and consistent approach to graduate teacher induction
- a breakdown of the supports available to assist schools to put in place a best practice induction process
- a timeline and checklist (Appendix 1) for graduate teachers that outlines all of the key stages and processes required to complete a successful induction.

Graduate teachers are invited to work with experienced colleagues, mentor teachers and school leadership to:

- understand the role graduate teachers play in their own induction
- understand how the school and system will support their induction
- review the timeline and checklist (Appendix 1) to help plan for induction processes and plan for opportunities to engage with school policies and procedures
- explore opportunities to build networks and supports to assist with further development.

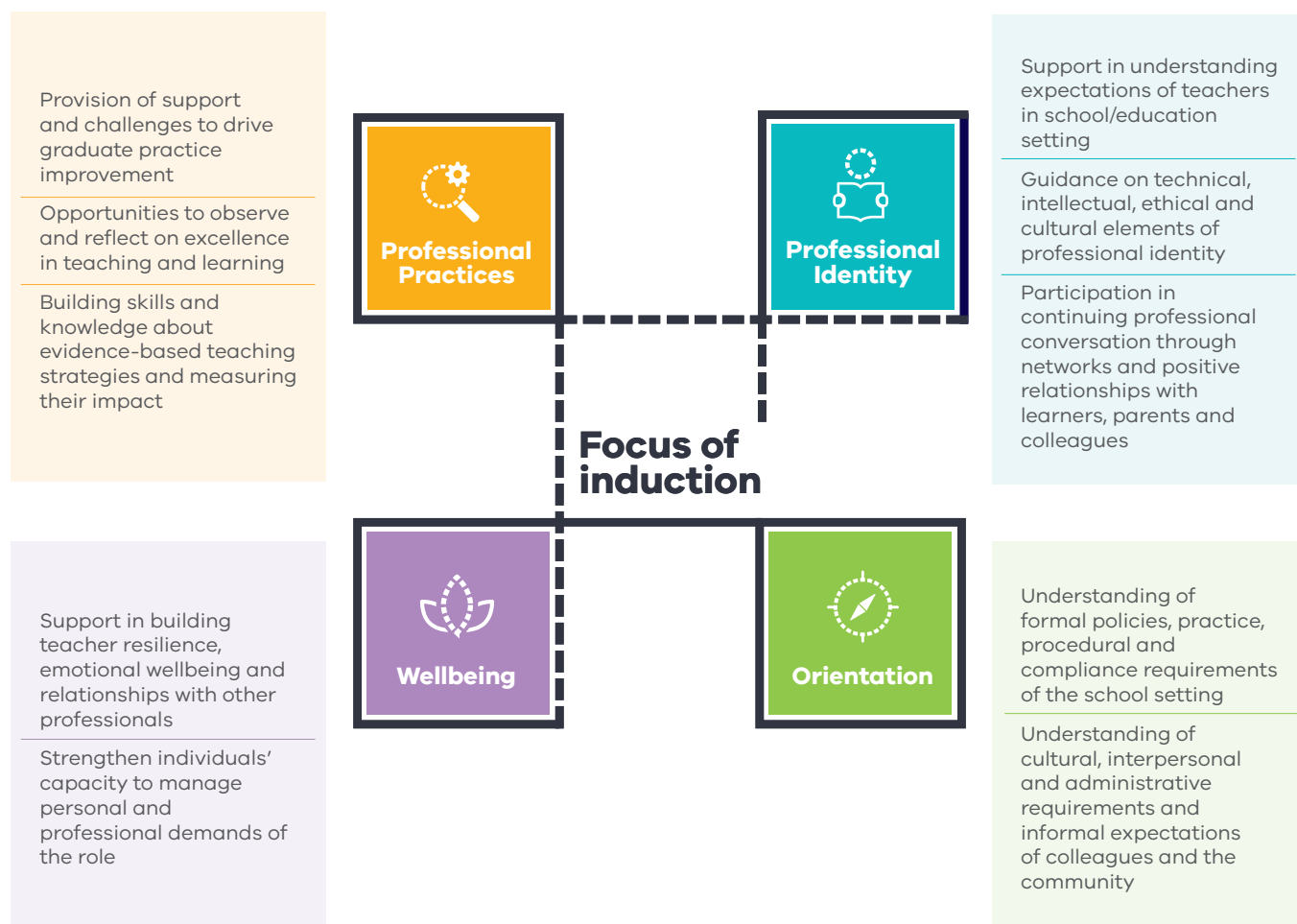
Understanding the professional development context for graduate teachers is important. During their first and second years of teaching, graduate teachers are often focused on achieving their VIT registration. However, principals and school leaders play an important role in guiding graduate teachers to view their professional development within the context of a whole-school approach. Understanding their professional learning within the school context will assist with achieving a strong and seamless transition to the professional learning cycle of the school once they achieve full registration.



# What does effective induction look like?

## FOCUS AREAS

The *Graduate to Proficient: Australian guidelines for teacher induction into the profession* (the Australian Institute for Teaching and School Leadership (AITSL) guidelines) identifies four focus areas that are critical for effective induction: Professional Practices, Professional Identity, Orientation and Wellbeing.

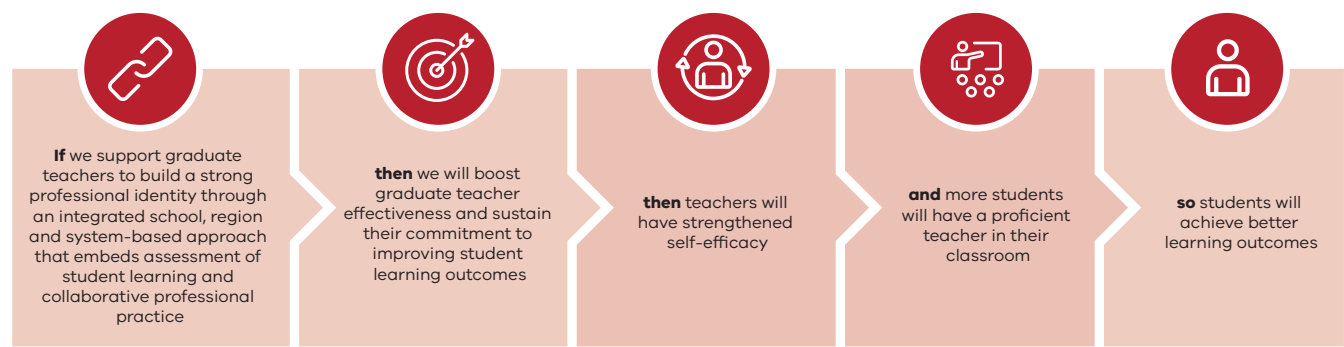


\*Adopted from *Graduate to Proficient: Australian guidelines for teacher induction into the profession* (the AITSL guidelines).



# THEORY OF CHANGE

The four focus areas are embedded within the following theory of change:





# Orientation



### Welcoming graduate teachers

A formal welcome offered alongside a well-organised orientation process sends a strong message of inclusion and support to a graduate teacher starting their career. Welcoming graduate teachers to a school's community ensures that teachers have access to resources and supports needed for their work. Leaders can organise graduate teacher school orientations, put teachers in contact with their mentors, and actively monitor graduate teachers' journeys through induction.

### School orientation

A coordinated orientation to the school context and the profession is the focus of a graduate teacher's first term at the school. Schools may commence graduate teacher orientation activities in the pre-commencement period to help graduate teachers' transition into the first term. Engagement in pre-commencement induction activities is voluntary and graduate teachers may elect to wait until their employment formally begins before participating in their school's orientation.

A school principal or a delegate will meet with a graduate teacher and take them through school policies and procedures, and introduce them to the broader context of the school within the community. The school office will support graduate teachers as they undertake and complete administrative tasks and acquaint themselves with the processes and regulations for everyday operation of the school.

School-based induction supports graduate teachers to:

- perform teaching duties successfully
- adhere to the policies of the school
- ensure their own physical and mental wellbeing
- receive a 5 per cent reduction in scheduled duties over the school week during the first year of teaching (within the resources available to the school) to engage in professional learning
- access their professional practice days (one day of release from their scheduled duties, including teaching, per school term for full time teachers or pro rata for part time employees)
- work with a teacher mentor
- work with Professional Learning Communities

- work with Communities of Practice (if applicable) and relevant networks
- collect evidence of teaching to progress to full VIT registration.

Principals are encouraged to invite Australian Education Union (AEU) representatives to explain the role of the AEU to commencing graduate teachers and provide an opportunity to join the union available to teachers.

School leaders will make sure that graduate teachers are familiar and compliant with the following policies and procedures at the commencement of Term 1:

- [Code of Conduct for Victorian Public Sector Employees](#)
- [DET's Values: A School Guide](#)
- [Protecting Children](#)

### Induction timeline and checklists to plan for orientation

Induction timeline and checklists for graduate teachers – Years 1 & 2 (Appendix 1) sets out key induction tasks from the time of recruitment through the first two years of teaching. Links to online resources will help graduate teachers dive deeper into the areas of learning relevant to them at different points in time. The checklist will help graduate teachers to plan, manage and monitor induction, with the support of their mentor teacher and school leadership.

### Graduate teacher induction portal

The Department maintains an online [graduate teacher induction portal](#). The portal is a repository of information and resources covering topics such as the Department's values, codes of conduct, professional obligations, teaching practice, teacher wellbeing, and working with families and communities.

### For further information see:

<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/teachers-induction/Pages/Home.aspx>



# Professional Identity



### Probationary period

Graduate teachers who are employed in an ongoing position are required to undergo a probationary period not exceeding 12 months. The purpose of the probationary period is to ascertain whether the conduct and work performance of the teacher meet the standards expected of employees in the teaching service in Victorian government schools before the full rights and responsibilities of ongoing employment are confirmed. As part of probation, graduate teachers are provided with support and feedback throughout their first year of ongoing employment.

During the probationary period the principal will monitor the employee's performance and provide regular feedback. The employee should be given the opportunity to discuss their performance with the delegate.

A probationary period is not required where a person is employed fixed-term or on a casual basis.

**For further information see:** <https://www.education.vic.gov.au/hrweb/workm/Pages/probTS.aspx>

### VIT registration

Schools will support graduate teachers to achieve full registration within the first two years of practice. The VIT specifies the requirements for moving from provisional to full registration on their website.<sup>5</sup> After graduation, graduate teachers register with the VIT as provisionally registered teachers. To achieve full registration by the end of the second year of teaching, graduate teachers must provide the VIT with the evidence that they:

- have met the [Australian Professional Standards for Teaching](#) at the proficient teacher level using the inquiry approach, **and**
- have taught for a total of at least 80 days in one or more Australian or New Zealand schools or early childhood services.

Teacher mentors work with graduate teachers to undertake professional learning, which may include peer observation to continuously improve their teaching, collect evidence of their work and apply for full registration.

**For further information see:** [www.vit.vic.edu.au/registered-teacher/moving-to-full-registration](http://www.vit.vic.edu.au/registered-teacher/moving-to-full-registration)

### The Graduate Teacher Learning Series

The Graduate Teacher Learning Series (Learning Series) is an online professional learning series designed to address specific graduate needs, reflect graduate voice and encourage development of professional networks. The Learning Series is delivered direct to graduate teachers in the form of an online magazine. It includes monthly articles on focus topics identified as areas of challenge to graduate teachers, including:

- using formative assessment to improve student learning
- student engagement as a behaviour management strategy
- teacher wellbeing and resilience.

The Learning Series features views and perspectives of graduate teachers and is designed to deliver content at point-of-need across the school calendar year.

**For further information see:**

<https://www.education.vic.gov.au/school/teachers/profdev/Pages/induction.aspx>

<sup>5</sup> Victorian Institute of Teaching (VIT). Moving to full registration. <https://www.vit.vic.edu.au/registered-teacher/moving-to-full-registration>



# Professional Practices

## Graduate Teacher Conferences

School principals and leaders are encouraged to support graduate teachers to attend a [Graduate Teacher Conference](#) in their Area during Term 3. Conferences are offered across the 17 Areas and teachers are invited to attend a conference closest to their place of work to support the development of collegiate relationships with fellow graduate teachers in the same Area. The conferences are designed to develop graduate teachers' knowledge and ability to access available supports, build on their professional practice and become strong collaborators. Graduate teachers will also be introduced to effective use of evidence-based professional practice resources.

**For further information see:** <https://www.education.vic.gov.au/school/teachers/profdev/Pages/induction.aspx>

## Professional Practice Days

The *Victorian Government Schools Agreement 2017* provides that each teacher is entitled to one day per term (four days per year, pro rata for a teacher employed part time) released from their scheduled duties, including teaching, to focus on improved delivery of high-quality teaching and learning.

The work undertaken on Professional Practice Days must be consistent with departmental and school priorities and selected from the following areas: planning, preparation, assessment of student learning, collaboration, curriculum development, relevant professional development and peer observation, including feedback and reflection.

School leaders may review the Induction timeline and checklists for graduate teachers – Years 1 & 2 and the Welcome pack checklist (Appendices 1 & 2) as a useful document to support discussions about the focus of graduate teachers' Professional Practice Days.

## Providing peer observation opportunities

School leaders will support graduate teachers to participate in peer observation early on in their career to observe best practice across the school and gain better understanding of their own practice. Teacher mentors will guide graduate teachers through the first peer observation activities.

The purpose of peer observation is to improve teaching practice through a structured feedback dialogue against a set of agreed criteria with a focus on progressing student learning. Using an inquiry cycle, teachers can evaluate the impact of their practice on student learning and identify areas for improvement.

The Department offers a number of resources to support [peer observation](#) including practical guides, tools and templates. The cycle of peer observation in the figure below provides a basis for the implementation of peer observation, reflection and feedback.

The peer observation process follows five important steps:

- 1. Teacher self-reflection:** graduate teachers reflect on their practice and identify possible areas of focus to guide the upcoming peer observation activities.
- 2. Pre-observation conversation:** graduate teachers meet with teacher mentors to discuss the focus and the plan for conducting the upcoming peer observations. The developmental nature of peer observation should be discussed and agreed upon prior to commencing the peer observation activities.
- 3. Peer observation:** teachers participate in peer observation to learn from one another, building a shared understanding of effective practice. Teacher mentors support graduate teachers to:
  - » observe examples of best practice in the teacher mentor's and other colleagues' classrooms
  - » deliver lessons that are observed by teacher mentors.





4. **Teacher and observer reflection:** following the observation, graduate teachers and teacher mentors reflect on the observed teaching episodes, review evidence of learning and discuss both areas of strength and areas for improvement. Teacher mentors provide constructive and specific feedback, based on agreed criteria with a focus on progressing student learning.
5. **Post-observation conversation:** based on reflections, graduate teachers work with teacher mentors to design and implement new strategies to improve teaching and learning.

For further information see: <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/peerobservation.aspx?&Redirect=1>







# Professional Practices

## Supporting graduate teachers through provision of a mentor teacher

Mentoring is an important formative influence on graduate teachers' professional practice and identity. The role of principals and school leaders is to:

- become familiar with the EMP, including the roles of teacher mentors and the school in supporting graduate teacher development and wellbeing
- ensure that candidates for teacher mentor roles are selected in a timely manner based on clear criteria informed by the MCF
- provide release from duties and appropriate support to prospective teacher mentors to undertake full EMP or refresher training
- provide ongoing support to teacher mentors within the school and encourage them to access the supports available at the system level
- carefully consider within the school context, individual needs of graduate teachers as well as knowledge, skills and experience of teacher mentors when matching mentors with mentees
- take into account a graduate teachers' needs and abilities when adjusting graduate teachers' teaching load and class allocation in the first two years of teaching
- enable collaboration among all teachers within the school, including PLCs, and encourage teacher mentors to share their knowledge and experience within a wider school network to continue building up mentoring skills
- carefully monitor the mentoring process, collecting relevant data to evaluate the success of the mentoring program and adjust supports if needed
- establish a school-based leadership role as graduate teacher induction and mentoring coordinator.

## Effective Mentoring Program

All teacher mentors should be trained through the [EMP](#), which has been jointly developed by the Department and the VIT. This program is delivered to all Victorian government schools free of charge to facilitate graduate teacher induction and maintain consistently high standards of mentoring across the system. The EMP provides opportunities for experienced teachers to develop their mentoring skills and provide the support required to induct and build the professional practice of beginning teachers.

The two-day EMP provides teachers with the mentoring skills to support graduate teachers through ongoing professional learning embedded in their day-to-day practice, and therefore build the capacity of PRT as they move to full registration. The EMP will help both mentors and mentees to view mentoring as developmental, evidence-based and collaborative.

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## New teachers need a like-minded support network to help them through difficult challenges.

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Graduate Teacher 2018

## Mentoring Capability Framework

Teacher mentor training is based on the MCF. The framework sets out expectations and behaviours for mentees, mentors and schools in the six domains shown in the diagram on page 15.

**For further information see:** <https://www.education.vic.gov.au/school/teachers/profdev/Pages/mentor.aspx>



## Supporting graduate teachers in Professional Learning Communities

**Professional Learning Communities (PLCs)** are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. Schools are responsible for creating conditions conducive to teachers working together and welcoming graduate teachers into PLCs. Building PLCs helps create a school culture that is:

- focused on continuous improvement by linking the learning needs, interests and abilities of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

A specific focus of PLC implementation relevant to graduate teachers is the role of PLC Instructional Leaders. Instructional Leaders are classroom-based specialists who work directly with teachers to improve classroom practice. Graduate teachers should work with Instructional Leaders from their commencement.

PLC Instructional Leaders work with other PLC schools in their geographic area to share effective practice and solve common problems. Over time these networks of 'middle leaders' will bring together common school improvement priorities.

## The domains of effective mentoring





# Wellbeing

### In-school supports

Graduate teachers are encouraged to speak to their teacher mentors, colleagues or school leaders when they face issues related to their mental health and wellbeing. For any urgent or complex issues related to mental health and wellbeing, graduate teachers are strongly encouraged to call the Employee Assistance Program on 1300 361 008.

Principals need to advise graduate teachers that if they suspect there is a high likelihood of immediate harm to themselves or others, they need to contact the school principal immediately to determine the appropriate course of action.

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**To support my health and wellbeing this term I debriefed my concerns and frustrations with another staff member. I talked to a trusted colleague, my mentor teacher or one of my peers.**

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Graduate Teacher 2018

### My Induction app

The [My Induction app](#) brings together resources and activities to support graduate teachers' development in the first few years of teaching. It tracks teachers' growth and personal wellbeing to help them maintain work-life balance and achieve better mental health, happiness and a reduced likelihood of burning out. The My Induction app provides advice and strategies for maintaining personal wellbeing while transitioning to life as a working teacher. Teachers can access the question bank to find expert responses to questions that graduate teachers often share.

Teacher and school leaders can download the [My Induction app](#) and [My Induction: A guide for mentors and school leaders](#) from the [AITSL](#) website.

### Workplace Contact Officers

The Workplace Contact Officer (WCO) network is a group of staff who have volunteered and been trained as a point-of-contact for colleagues experiencing harassment, discrimination, bullying, victimisation or family violence. Any WCO in the network can be contacted for a confidential discussion and to seek information, and they can be contacted at any time during work hours.

**For further information see:** <https://www.education.vic.gov.au/hrweb/divequity/Pages/WCONet.aspx>

### Employee Assistance Program

The Employee Assistance Program (EAP) is a short-term, solution-focused and strictly confidential counselling service. The EAP is available 24/7 for Department employees to discuss any personal or work-related issues.

**For further information see:** <https://www.education.vic.gov.au/hrweb/safetyhw/Pages/employeeservices.aspx>





# Appendix 1 – Induction timeline and checklists for graduate teachers – Years 1 & 2

Graduate teachers have varying levels of classroom readiness and should expect support from school leadership and their mentors to develop skills needed at specific points in time throughout the year.

This includes assistance with monitoring and following up with student attendance, communicating with parents, writing reports and understanding their role whilst on yard duty. Schools will likely have slightly different approaches and guidance surrounding these tasks so graduate teachers are encouraged to speak with their mentor teacher or school leadership. The section below brings together a few handy tips and resources to help graduate teachers navigate these tasks and understand their responsibilities.

## Pre-commencement to Week 1: familiarisation, welcome, meeting and planning

The orientation activities listed in the pre-commencement, Week 1 and Term 1 stages will assist teachers to complete the most urgent tasks, get set up in their school, become familiar with the Department and school policies, and begin developing professional relationships with colleagues.

After the teaching appointment is confirmed, schools are encouraged to issue each graduate teacher with a welcome pack that contains important information on school policies, procedures and supports for graduate teachers. An example of a checklist to include in a welcome pack is set out in Appendix 2.

During the pre-commencement stage, schools are encouraged to provide graduate teachers with opportunities to voluntarily visit their new school, meet teacher mentors and access resources needed to plan learning cycles.

## Year 1, Term 1: laying foundations

In Term 1, much of the induction focuses on learning about the school context and establishing a relationship with a teacher mentor.

In Term 1, graduate teachers meet their teacher mentors and become familiar with:

- the work of the school-based Professional Learning Communities (where relevant)
- projects informed by the [Framework for Improving Student Outcomes](#) (FISO)
- the [Victorian Teaching and Learning Model](#).

Graduate teachers focus on:

- getting to know their students
- developing sound learning programs based on the [Victorian Curriculum F-10](#) and student needs
- design of different types of assessment
- working with teacher mentors to establish good teaching practice.

Department resources are available for graduate teachers to [improve their teaching](#). Access to the VIT's [Supporting Provisionally Registered Teacher](#).

While all teachers are encouraged to participate in PLCs, additional planning may be required to ensure that graduate teachers maximise the benefits of working in a PLC. Teacher mentors may ask PLCs to plan for customised graduate teacher participation in ways that support their progress towards full VIT registration.





### **Year 1, Terms 2, 3 and 4: anchoring professional growth**

From Term 2, the graduate focus shifts to reflecting on professional practice, collecting evidence of student learning and working with the PLCs (where relevant) to improve teaching. During Term 2, graduate teachers:

- will benefit from participating in structured activities (including PLCs) and peer observation to gain understanding of their own practice and view examples of excellent practice across the school
- should continue to build their understanding of the [Education State targets](#), the [FISO](#), the [Victorian Teaching and Learning Model](#), the School Strategic Plan and the school's Annual Implementation Plan
- will work with teacher mentors to understand the requirements for conducting parent teacher conferences and writing reports.

Arrangements should be put in place to guide graduate teachers through two crucial activities that graduate teachers often cite as challenging: parent-teacher conferences and report writing. Teacher mentors and school leaders will ensure that graduate teachers are not only performing their duties but also protecting their wellbeing and successfully managing the pressures of this busy period.

In Term 3, graduate teachers are encouraged to attend the Graduate Teacher Conferences to build professional practice and identity, establish professional networks beyond their own schools, and further unpack teaching resources.

Throughout the year, graduate teachers will continue to collect evidence of student learning, review student progress and adjust their teaching where relevant. PLCs can provide additional support for graduate teachers as they navigate their first year.

### **Year 2: accelerating professional growth**

In Year 2, the induction process shifts toward embedding the collaborative professional foundations laid in Year 1. Graduate teachers are:

- expected to have better understanding of their school context, broader school community and particular student needs, interests and abilities
- building professional efficacy by developing strong collaborative relationships with teacher mentors and colleagues
- developing the skills to analyse student learning growth
- accelerating professional growth and resilience.

Year 2 induction focuses on targeted professional development and reinforcing collegiate relationships with teacher mentors and other colleagues. Schools will also have been preparing graduate teachers to achieve full VIT registration and transition their professional learning into the professional learning cycle of the school.

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**I leave the school feeling on top of things and know what's on the next day and am ready to go.**

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Graduate Teacher 2018





## Pre-commencement Checklist

<input type="checkbox"/>	Work through the Welcome pack, read the <i>Graduate Teacher Induction Guide</i> and become familiar with the induction portal and the Graduate Teacher Learning Series	
<input type="checkbox"/>	Read about the <a href="#">Department of Education and Training</a>	
<input type="checkbox"/>	Organise Orientation Day/s	
<input type="checkbox"/>	Become familiar with the <a href="#">Victorian Government Schools Agreement 2017 (VGSA 2017)</a>	
<input type="checkbox"/>	Review the <a href="#">Code of Conduct and Ethics</a>	
<b>Review the Department's policies and procedures</b>		
<input type="checkbox"/>	<a href="#">Code of Conduct for Victorian Public Sector Employees</a>	
<input type="checkbox"/>	<a href="#">DET's Values: A School Guide</a>	
<input type="checkbox"/>	<a href="#">Protecting children</a>	
<b>Graduate teacher and principal/school leader meeting which covers the following items:</b>		
<input type="checkbox"/>	Discuss graduate teacher's induction plan and role	
<input type="checkbox"/>	Graduate teacher's introduction to their team	
<input type="checkbox"/>	Tour facilities and obtain a school map	
<input type="checkbox"/>	Introduce graduate teacher to their teacher mentor	
<input type="checkbox"/>	Organise graduate teacher's access to their classroom so they can set up the room, and provide guidance to the graduate teacher about resource allocation	
<input type="checkbox"/>	Receive guidance about using eduMail and the school intranet	
<input type="checkbox"/>	Discuss security of belongings and personal property liability	
<input type="checkbox"/>	Receive an overview of first working day's program and Week 1 induction activities	
<input type="checkbox"/>	Receive an overview of the school context	
<input type="checkbox"/>	Discuss <a href="#">Outside Employment guidelines</a> and <a href="#">Complaints – information for employees</a>	
<b>Meet with school office staff to initiate or complete administrative tasks, which may include:</b>		
<input type="checkbox"/>	Name on pigeonhole	
<input type="checkbox"/>	Allocate keys/access cards	
<input type="checkbox"/>	Car parking instructions	
<input type="checkbox"/>	Allocate photocopy and printing card/code	
<input type="checkbox"/>	Allocate staff room desk	
<input type="checkbox"/>	Set up eduMail account	
<input type="checkbox"/>	Organise other necessary passwords	
<input type="checkbox"/>	Enter details on eduPay	



## Week 1 Induction Checklist

<input type="checkbox"/>	First day meeting between graduate teacher and their teacher mentor	
<input type="checkbox"/>	Graduate teacher and teacher mentor agree contact arrangements	
<input type="checkbox"/>	Graduate teacher meets other new teachers individually	
<input type="checkbox"/>	Graduate teacher meets education support staff	
<input type="checkbox"/>	For future reference, access and review <a href="#">School Policy and Advisory Guide: Information for Schools</a>	
<input type="checkbox"/>	Download and explore the <a href="#">My Induction app</a> developed by the Australian Institute for Teaching and School Leadership	
<input type="checkbox"/>	Review educator's section of <a href="#">Victoria Curriculum and Assessment Authority (VCAA)</a> website	
<b>Review school policies and procedures</b>		
<input type="checkbox"/>	School timetable	
<input type="checkbox"/>	Roll taking policy	
<input type="checkbox"/>	Emergency and evacuation procedures	
<input type="checkbox"/>	Playground duties, roles and responsibilities (duty of care)	
<input type="checkbox"/>	Communication procedures – internal (for example, calling in sick, notices, meeting times and venues, school calendars)	
<input type="checkbox"/>	Behaviour management policy	
<input type="checkbox"/>	Curriculum and assessment policies	
<b>Commence Occupational Health and Safety (OHS) induction</b>		
<input type="checkbox"/>	<a href="#">OHS Policy</a>	
<input type="checkbox"/>	<a href="#">OHS Consultation and Communication Policy</a>	
<input type="checkbox"/>	OHS Issue Resolution Flowchart	
<input type="checkbox"/>	Identify health and safety representative	
<input type="checkbox"/>	<a href="#">Hazard, incident and near miss reporting process (eduSafe)</a>	
<input type="checkbox"/>	<a href="#">Information on employee support services (for example, Employee Assistance Program and Conflict Resolution Support Service)</a>	
<input type="checkbox"/>	<a href="#">First Aid and Infection Prevention and Control Procedure</a>	
<b>Commence eLearning</b>		
<input type="checkbox"/>	<a href="#">Child Safe Standards: Mandatory reporting and other obligations</a>	
<input type="checkbox"/>	<a href="#">OHS for New Employees</a>	



## Term 1 Induction Checklist

<input type="checkbox"/>	Meetings held with support staff to learn about the support they provide:	
<input type="checkbox"/>	ICT coordinator	
<input type="checkbox"/>	Librarian	
<input type="checkbox"/>	Learning support staff	
<input type="checkbox"/>	Graduate teacher reviews resources in readiness for development and review of their teaching and learning programs (including the <a href="#">Victorian Teaching and Learning Model</a> , <a href="#">Practice Principles for Excellence in Teaching and Learning</a> , <a href="#">High Impact Teaching Strategies (HITS)</a> , <a href="#">Amplify</a> , <a href="#">Literacy Teaching Toolkit</a> , <a href="#">Victorian Literacy Portal</a> and the <a href="#">Victorian Numeracy Portal</a> ).	
<input type="checkbox"/>	Graduate teacher reviews their learning programs, including assessment requirements, in readiness for developing lesson materials and for reporting purposes	
<input type="checkbox"/>	Graduate teacher and their team leader/curriculum (Domain) leaders schedule and hold regular meetings to ensure appropriate and timely support is provided	
<input type="checkbox"/>	Graduate teacher and teacher mentor arrange to observe lessons of experienced teachers and review the <a href="#">Peer Observation</a> guidelines	
<input type="checkbox"/>	Towards the end of Week 3, graduate teacher meets with the professional development coordinator or school leaders to provide feedback on induction process and support provided	
<input type="checkbox"/>	Graduate teacher and their professional development coordinator discuss and organise participation in professional learning opportunities, such as external professional learning, Professional Learning Communities (PLCs) and graduate network events	
<b>Review school policies and procedures</b>		
<input type="checkbox"/>	Reporting guidelines and policies (interim report)	
<input type="checkbox"/>	Student incident procedures	
<input type="checkbox"/>	Excursion policy	
<input type="checkbox"/>	Booking and hiring systems for library and shared resources, such as computer labs	
<input type="checkbox"/>	Communication procedures – external (for example, parent/carers contact, newsletters, school website)	
<b>Review DET policies and procedures</b>		
<input type="checkbox"/>	<a href="#">Conflict of Interest</a>	
<input type="checkbox"/>	<a href="#">Acceptable Use Policy</a>	
<input type="checkbox"/>	<a href="#">Disability and Reasonable Adjustments</a>	
<input type="checkbox"/>	<a href="#">Equal Opportunity</a>	
<input type="checkbox"/>	<a href="#">Gifts, Benefits and Hospitality Policy</a>	
<input type="checkbox"/>	Anti-Bullying	
<input type="checkbox"/>	<a href="#">Sexual Harassment Policy</a>	
<input type="checkbox"/>	<a href="#">Travel Policy</a>	
<input type="checkbox"/>	<a href="#">Gifts, Benefits and Hospitality Policy</a> and <a href="#">Thanks is Enough</a> standard	
<input type="checkbox"/>	<a href="#">Social media guidelines and fact sheet</a>	

**Continue Occupational Health and Safety (OHS) induction****Note: Graduate teachers must complete OHS induction within the first month**

<input type="checkbox"/>	Hazard and incident reporting	
<input type="checkbox"/>	Ergonomics	

**Term 2 Induction Checklist**

<input type="checkbox"/>	Read about the <a href="#">Education State</a>	
<input type="checkbox"/>	Read about the <a href="#">Framework for Improving Student Outcomes (FISO)</a>	
<input type="checkbox"/>	Review the <a href="#">Insight Assessment Portal</a>	
<input type="checkbox"/>	Review the Department website on <a href="#">Professional Learning Communities</a> (PLCs)	
<input type="checkbox"/>	Graduate teacher collates their assessment records in readiness to commence report writing	

**Review school policies and procedures**

<input type="checkbox"/>	School Strategic Plan (SSP) and Annual Implementation Plan (AIP)	
<input type="checkbox"/>	Reporting guidelines and policies (mid-year report)	
<input type="checkbox"/>	Parent-teacher interviews	
<input type="checkbox"/>	Pedagogical approaches	
<input type="checkbox"/>	School-wide professional learning and Professional Learning Communities (PLCs)	

**Continue eLearning**

<input type="checkbox"/>	<a href="#">Understanding DET's Values</a>	
<input type="checkbox"/>	Respectful Workplaces	
<input type="checkbox"/>	<a href="#">Workplace Bullying</a>	
<input type="checkbox"/>	Equal Opportunity	
<input type="checkbox"/>	Working with Integrity	
<input type="checkbox"/>	<a href="#">Human Rights</a>	
<input type="checkbox"/>	Conflict of Interest	





## Term 3 Induction Checklist

<input type="checkbox"/>	Graduate teacher register for, and attend, the Area-based Graduate Teacher Conferences	
<input type="checkbox"/>	Join/create networks (for example, graduate teacher networks, curriculum specific networks)	
<input type="checkbox"/>	Review the regulatory role of the <a href="#">Victorian Institute of Teaching (VIT)</a>	
<input type="checkbox"/>	Graduate teacher and their teacher mentor begin discussing the process for progressing to full VIT registration	
<input type="checkbox"/>	Unpack the <a href="#">Australian Professional Standards for Teachers</a> at the proficient level	
<input type="checkbox"/>	Graduate teacher reviews student reports and assessment data to develop strategies that focus on areas of improvement	
<input type="checkbox"/>	Institute a formal meeting with the literacy lead within a school to assist with the teaching and learning strategies that may assist with analysis of assessment data and guidance for both discipline based and general literacy teaching	
<input type="checkbox"/>	Participate in curriculum design, planning, assessment and reporting	
<b>Review Policies and Procedures</b>		
<input type="checkbox"/>	<a href="#">Literacy and Numeracy Strategy</a>	
<input type="checkbox"/>	<a href="#">Individual Education Plans (IEPs)</a>	
<input type="checkbox"/>	<a href="#">Marrung – Aboriginal Education Plan</a>	
<input type="checkbox"/>	Koorie Education Learning Plan (KELP)	
<input type="checkbox"/>	Student safety and support (for example, <a href="#">behaviour and discipline</a> , <a href="#">health and wellbeing</a> , <a href="#">students with a disability</a> )	

## Term 4 Induction Checklist

<input type="checkbox"/>	Graduate teacher continues working towards, and gathering evidence for progression to full registration	
<input type="checkbox"/>	Graduate teacher explores the roles of professional learning institutes, including <a href="#">Australian Institute for Teaching and School Leadership</a> (AITSL), <a href="#">Bastow Institute</a> , and <a href="#">Victorian Deaf Education Institute</a> (VDEI)	
<input type="checkbox"/>	Graduate teacher explores the roles of regional support staff, including Student Support Services Officers (SSSOs), Koorie Engagement Support Officers (KESOs), School Nurses, Specialist Children's Services and Visiting Teachers (VTs)	
<b>Review Policies and Procedures</b>		
<input type="checkbox"/>	<a href="#">Inclusion online</a>	
<input type="checkbox"/>	<a href="#">English as an Additional Language (EAL) Teaching Strategies</a>	
<b>Review the year</b>		
<input type="checkbox"/>	Graduate teacher reflects on their achievements and challenges through the year, and shares their reflections with their teacher mentor	



## Year 2 Induction Checklist

	Review the school's SSP and AIP	
	Review <a href="#">Performance and Development Plan (PDP)</a> documents to understand how they should align with the SSP and AIP	
	Once a graduate teacher is fully registered with the VIT, having demonstrated they meet the proficient level of the Australian Professional Standards for Teaching, the graduate teacher should establish their PDP. This includes setting goals linked to the SSP and the AIP	
	Graduate teacher, their teacher mentor and the professional development coordinator collaboratively discuss targeted professional learning options for Year 2 (graduate teacher includes the outcomes of this discussion in their PDP)	
	Gather evidence for progressing to full registration with the VIT	
	Join/create professional networks, such as Communities of Practice (CoPs)	
	Graduate teacher reviews and adjusts curriculum based on analysis of multiple sources of evidence and current VCAA guidelines	
<b>Review the year</b>		
	Graduate teacher reflects on their achievements and challenges through the year, and shares their reflections with their teacher mentor	

### Notes to the Checklist

1. A graduate teacher may elect to participate in induction activities listed in the Pre-commencement Checklist once their employment commences. The school may schedule activities listed in the Pre-commencement Checklist for attention early in the first term of the graduate teacher's employment.
2. Occupational Health and Safety (OHS) induction is important and there is specific reference to it in the Week 1 and Term 1 checklists. The Term 1 Checklist notes that graduate teachers must complete OHS induction within the first month of their employment. All schools have access to the [OHS Induction Checklist](#) which supports them in completing their OHS induction obligations.
3. Induction arrangements at the school level will ensure union representatives are provided with an opportunity to participate in the induction process by introducing the role of the union to all new teachers, including graduate teachers and inviting them to join the union if they wish to do so.
4. It is important that the principal, mentor teacher and graduate teacher discuss the induction timeline and checklists so that there is clarity about the process and intentions.
5. Prior to induction commencing or during the induction process, graduate teachers may wish to negotiate an accelerated induction process and also highlight additional supports they may require.

## Appendix 2 – Welcome pack checklist

Select the content from the list below which would be most appropriate to the individual and only include what the new staff member needs at that time.

Welcome letter from the principal	School procedures and policies
Where to report, and to whom, on the first day	Plan of the school
Job description and employment conditions	Organisational chart – photos of key personnel are helpful
The Department of Education and Training's values and Code of Conduct and Victorian Institute of Teaching's Code of Conduct and Ethics	School structures – key committees and decision-making
<i>Graduate Teacher Induction Guide</i>	Staff list and roles
Information about the school and its community including the School Strategic Plan and Annual Implementation Plan	Calendar of school events and holiday dates
Any available information about class/workload allocation	Daily routines including arrival and departure times, bell times, staff meetings, photocopying, keys/access cards, wet day timetable, yard duty, lunch orders, kitchen duty, absence process



## Appendix 3 – Key resources

### Victorian Curriculum and Assessment Authority



The Victorian Curriculum and Assessment Authority (VCAA) provides high-quality curriculum, assessment and reporting advice for all Victorian students.

Engagement with the resources will depend on the learning area and level being taught.

The following links will provide graduate teachers with further information regarding:

- **Victorian Early Years Learning and Development Framework (VEYLDF)** - <https://www.vcaa.vic.edu.au/Pages/earlyyears/index.aspx>
- **Victorian Curriculum F-10** - <https://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>
- **National Assessment Program Literacy and Numeracy (NAPLAN)** - <https://www.vcaa.vic.edu.au/Pages/prep10/naplan/index.aspx>
- **Victorian Certificate of Education (VCE)** - <https://www.vcaa.vic.edu.au/Pages/vce/index.aspx>
- **Victorian Certificate of Applied Learning (VCAL)** - <https://www.vcaa.vic.edu.au/Pages/vcal/index.aspx>

The VCAA also implements Vocational Education and Training (VET) opportunities for senior secondary students and celebrate student achievement through excellence and awards programs, such as the [Season of Excellence](#).

### Marrung: Aboriginal Action Plan 2016 – 2026



Marrung is Victoria's 10 year plan to ensure that all Koorie Victorians achieve their learning aspirations. This plan demonstrates the Victorian Government's strong commitment to improving performance and success of Koorie learners and close the gap in Koorie education outcomes where these exist.

Marrung acknowledges that learning outcomes for all Koorie learners are greatly improved through strong partnerships and connections to and with student families and communities. Success can be linked to culturally supportive and responsive learning environments from early childhood, through to school and higher education and training.

Marrung highlights specific actions to support the learning and development of Koorie students in Victoria that will assist all educators.

The Department of Education and Training's (the Department) Learning Places operating model facilitates stronger, place-based supports. Multidisciplinary teams will facilitate local networks and develop relationships and partnerships to support successful transitions across services, and encourage collective responsibility for all learners in the community.

**For further information see:** <https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>

## Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) has been developed to help us work together to focus efforts on key areas that are known to have the greatest impact on school improvement and student learning outcomes.

The key elements of FISO are:

- an [Improvement Cycle](#) for continuous improvement
- an [Improvement Model](#) with four state-wide priorities, including six high-impact, evidence-based improvement initiatives to focus effort
- [Improvement Measures](#) to enable us to measure our success.

As an evidence-based, practical resource, FISO helps schools to implement four state-wide school improvement priorities:

- Excellence in teaching and learning
- Positive climate for learning
- Community engagement in learning
- Professional leadership.

Schools select and focus on one or two improvement initiatives, monitor their progress and evaluate the impact on student outcomes. Using FISO, each school develops a four-year School Strategic Plan (SSP), develops an Annual Implementation Plan (AIP) and undertakes an annual review.

**For further information see:**

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>





## Literacy and Numeracy Strategy

Literacy and Numeracy are the foundations for successful engagement in learning and lifelong achievement. The Literacy and Numeracy Strategy is Victoria's plan to improve outcomes in these areas for all students, by prioritising literacy and numeracy across all schools and throughout the Department.

The Strategy ensures that teachers have access to support that will help them meet the learning needs of their students and to continuously improve their professional practice in the classroom. Supports include:

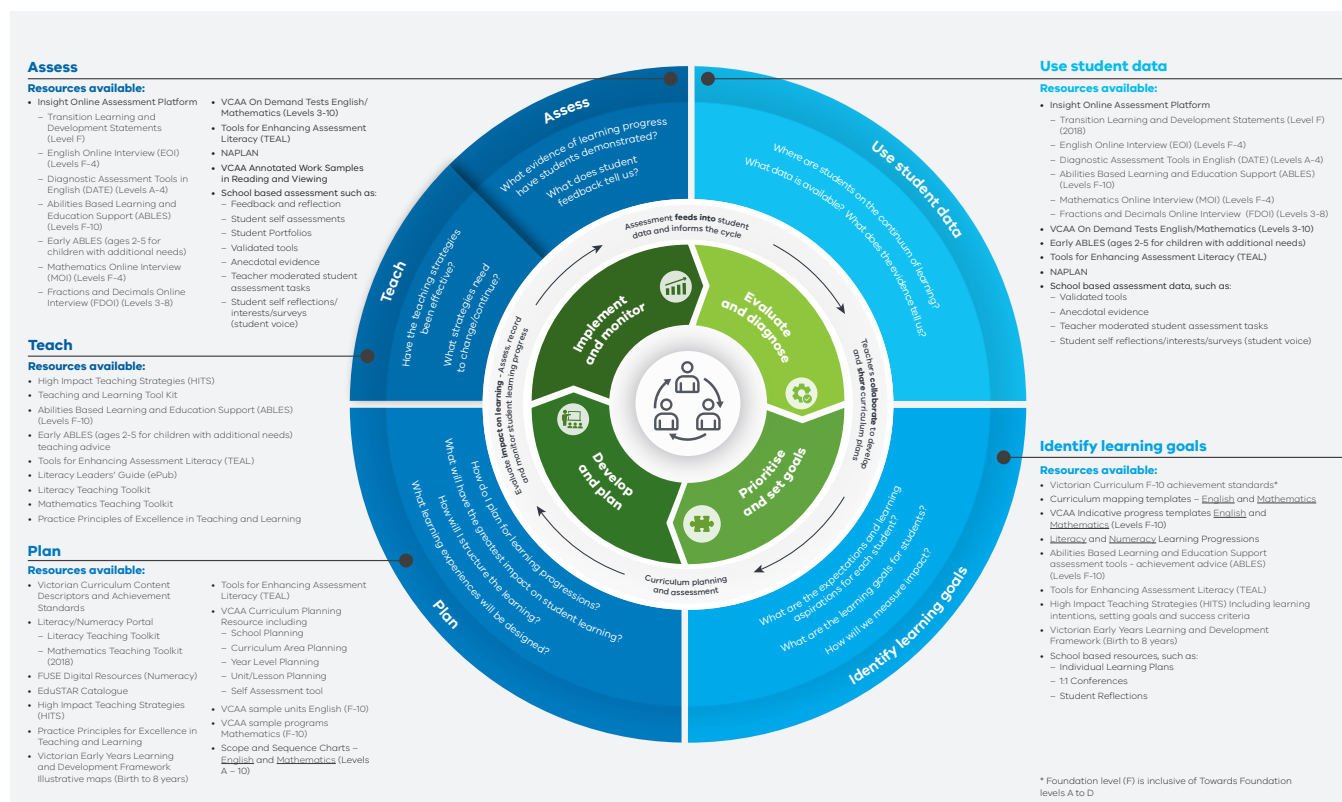
- access to practical, evidence-based tools and resources encompassing curriculum, pedagogy and assessment, such as the [Victorian Literacy Portal](#) and the [Victorian Numeracy Portal](#)

- access to professional learning for teachers, middle leaders, school leaders and regional staff, designed to improve teaching practice in literacy and numeracy.

The Strategy has been designed based on the local and international evidence of what works to lift educational outcomes and recognises the critical role that all teachers, school leaders and parents and carers have in improving the literacy and numeracy outcomes for every student.

For further information see: <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/litnumstrategy.aspx>

## At a glance - Literacy and Numeracy Teaching Resources



## The Victorian Teaching and Learning Model

The [Victorian Teaching and Learning Model](#) (VTLM) brings FISO into the classroom, creating a line of sight between the whole-school improvement approach and classroom practice. It consists of four components: the Vision for Learning, Practice Principles, Pedagogical Model, and High Impact Teaching Strategies.

It assists principals, school leaders, teachers, students and parents/carers to work together in strong, effective learning communities that create and sustain better outcomes for students. The Victorian Teaching and Learning Model allows teachers to focus on high-impact improvement initiatives and to drive those initiatives through evidence-based decisions about their teaching and student learning. Teachers can use the:

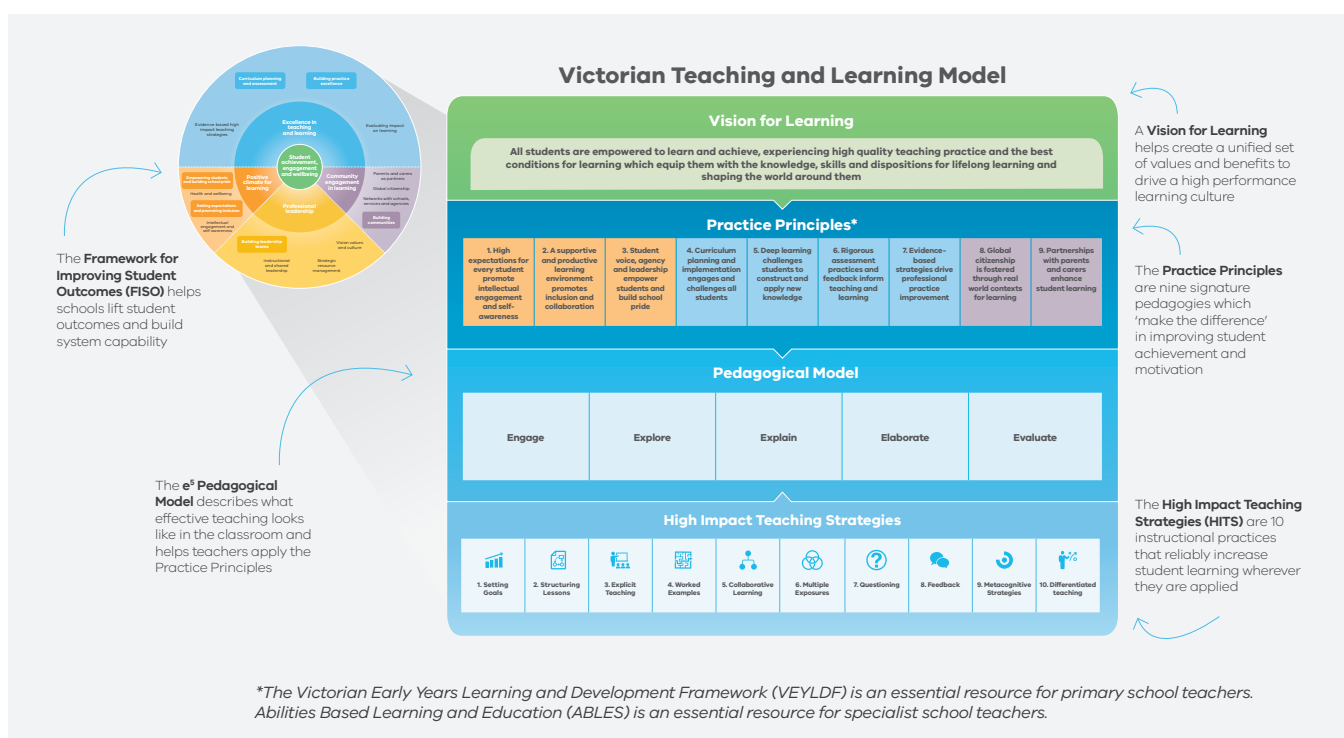
- [Vision for Learning](#) and [Practice Principles](#) to develop professional practice in collaboration with colleagues
- [Pedagogical Model](#) to bring your knowledge of subject content and pedagogy together in the classroom

- [High Impact Teaching Strategies \(HITS\)](#) to increase your repertoire of strategies that improve student learning.

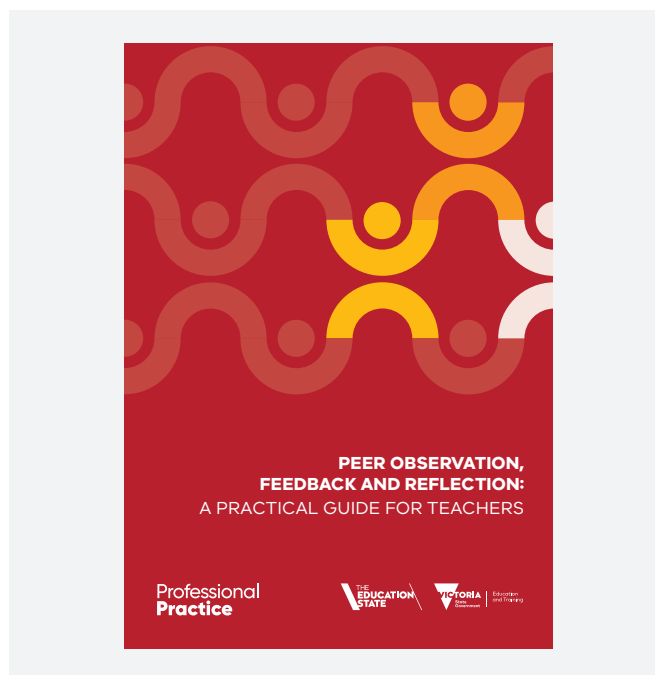
The Victorian Teaching and Learning Model operates in parallel with:

- Victorian Early Years Learning and Development Framework (VEYLDF), which is an essential resource for primary school teachers
  - » **For further information see:** <https://www.education.vic.gov.au/childhood/providers/edcare/Pages/expired/veyladf.aspx>
- Abilities Based Learning and Education Support (ABLES), which is an essential resource for specialist school teachers.
  - » **For further information see:** <https://www.education.vic.gov.au/school/teachers/learningneeds/pages/ables.aspx>

**For further information about The Victorian Teaching and Learning Model see:** <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx>



## Peer observation, feedback and reflection



Peer observation involves teachers observing each other's practice and learning from one another, focusing on teachers' individual needs and the opportunity to both learn from others' practices and to offer constructive feedback to peers.

Peer observation aims to support the sharing of practice and builds self-awareness about the impact of one's teaching practice in order to affect change.

Peer observation can benefit both the teacher being observed and the observer. It can:

- provide opportunities to discuss challenges and successes with trusted colleagues
- support the sharing of ideas and expertise among teachers
- build a community of trust through opening classroom practice to a wider audience
- support a focus on improving the impact of learning
- contribute to the collective efficacy of the whole school.

Peer observation is a requirement for full registration with the Victorian Institute of Teaching. Observation helps to unpack and address areas of teaching practice identified as priorities for professional development. It involves both observing experienced teachers, and the graduate's teacher mentor and other colleagues observing classroom practice and providing feedback.

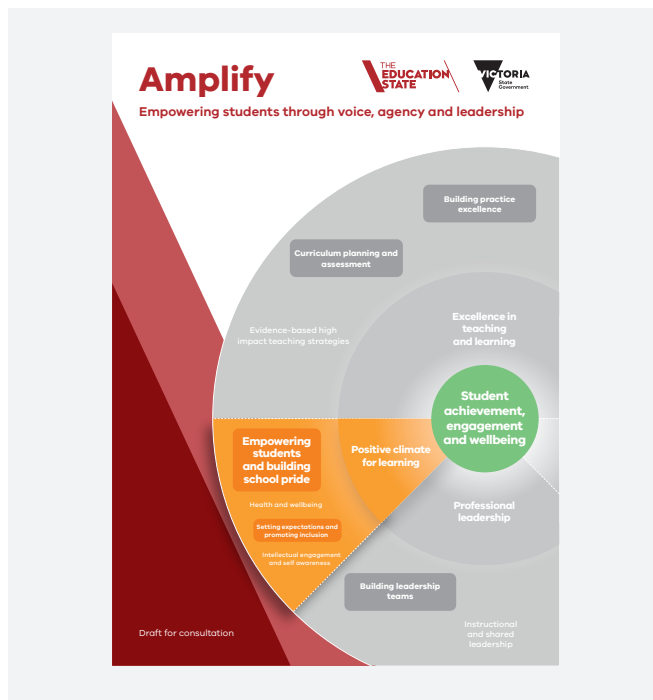
Every teacher benefits from regular, timely, high-quality, constructive feedback. Observation of classroom methods provides evidence-based feedback that improves practice. The Department has a number of resources to support Peer Observation, including Feedback Guidelines and four annotated templates. The cycle of peer observation provides a basis for the implementation of peer observation, reflection and feedback. The graduate teacher also becomes more aware of the professional standards they are demonstrating.

Whether it is classroom management, differentiated teaching or assessment, graduate teachers can plan observation of teachers who are expert in areas they want to know more about. The more specific the focus, the greater the opportunity to examine their challenge and learn from their colleagues.

**For further information see:** <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/peerobservation.aspx?&Redirect=1>



## Amplify: Empowering students through voice, agency and leadership



[Amplify: Empowering students through voice, agency and leadership](#) is a practice guide for school leaders and teachers. It explains how to create conditions, employ practices and develop behaviours, attitudes and learning environments that are conducive to student voice, agency and leadership. Whatever their current starting points, school leaders and teachers can draw on this resource to facilitate rich conversations, collaborate and take actions to empower students.

Amplify presents an evidence base and practical school-based examples to help school communities explore and enhance their understanding of student voice, agency and leadership as the key elements which empower students.

Young people who find their own voice in supportive school environments are more likely to develop a confident voice, a capacity to act in the world, and a willingness to lead others. Amplifying student voice, student agency and student leadership contributes to improved student health, wellbeing and learning outcomes.

**For further information see:** <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx>

## Other key resources to improve your teaching

On the [Improve your teaching](#) page of the Department website, you will find a number of teaching resources specifically designed to help graduate teachers develop and maintain high-quality teaching practice, including:

- [Professional practice elements](#) resources to explain how the professional practice elements of the *Victorian Government School Agreement 2017* are implemented and what benefits they bring to teachers
- [Professional Practice Days](#) resources provide practical advice on using Professional Practice Days.

**For further information see:** <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/default.aspx>







## Notes



