


GRADUATE TEACHER INDUCTION GUIDE

DRAFT FOR CONSULTATION





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MORE INFORMATION

While this Guide is aimed at recent graduates, the information and advice can also apply to any teacher who is new to a school.

- Starting a job in a government school (induction): www.education.vic.gov.au/school/teachers/profdev/Pages/induction.aspx
- Induction for New and Beginning Teachers: www.edugate.eduweb.vic.gov.au/edrms/keyprocess/teachers-induction/Pages/Home.aspx
- Contact: 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.

This Guide provides graduate teachers with practical advice to participate in induction, and access support and resources. The guidelines align with the Excellence in Teacher Education reforms, which aim to improve the quality of teacher education courses, raise the entry standards into initial teacher education courses and support robust alternative pathways to promote diversity in the teaching workforce.

Nurture a lifelong, passionate and persistent curiosity about what you can change in your teaching practice to better meet your students' needs. That focus needs to be central to your work for a lifetime.

Mary Jean Gallagher, Tips for Graduate Teachers 2018



WHY IS IT IMPORTANT TO SUPPORT GRADUATE TEACHERS?

The Education State vision for inspired graduate teachers

Graduate teachers can make the difference and improve 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 reform program 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.

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.

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 workplace reform. We know that graduates are committed to making a difference and we want to nurture this objective for graduates as a cohort of new inspiring teachers and learners.

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

- feel more satisfied with their jobs and committed to the profession¹
- are more effective in supporting their students to continuously improve learning outcomes²
- are committed to ongoing professional development.

Take advantage of the resources and supports that are available. Make sure that you connect with those resources and supports, and use them to your advantage so that you can enjoy a lifetime of success.

Mary Jean Gallagher, Tips for Graduate Teachers 2018

¹ 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.

² *ibid.*



Commitment to the profession

A well-designed induction program may help teachers improve student engagement and their classroom management skills.³ 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.⁴

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 Victorian Institute of Teaching (VIT).

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.

Seize the day. The day you stop learning is the day you'll stop teaching. Be open to feedback from your colleagues and your students to reflect on your own growth as a teacher.

Mary Jean Gallagher, Tips for Graduate Teachers 2018

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

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

INDUCTION AND MENTORING SUPPORTS IN VICTORIA

Induction is not an isolated practice. Principals and school leaders will incorporate resources and supports provided within their schools, networks, regions and from central program areas in the Department to develop a quality induction experience. Graduate teachers should expect that school leaders have leveraged their professional networks to build strong, area-based collaborative induction practices.

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

- Graduate Teacher Conferences 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 for graduate teachers, mentor teachers and school leadership to support and guide the mentoring relationship.
- The Graduate Teacher 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:
 - » *Graduate Teacher Induction Guide* (this document).
 - » *Principal and School Leader Guide to Induction of Graduate Teachers*.
 - » *Induction timeline and checklists for graduate teachers – Years 1 & 2* 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, graduate teachers 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.

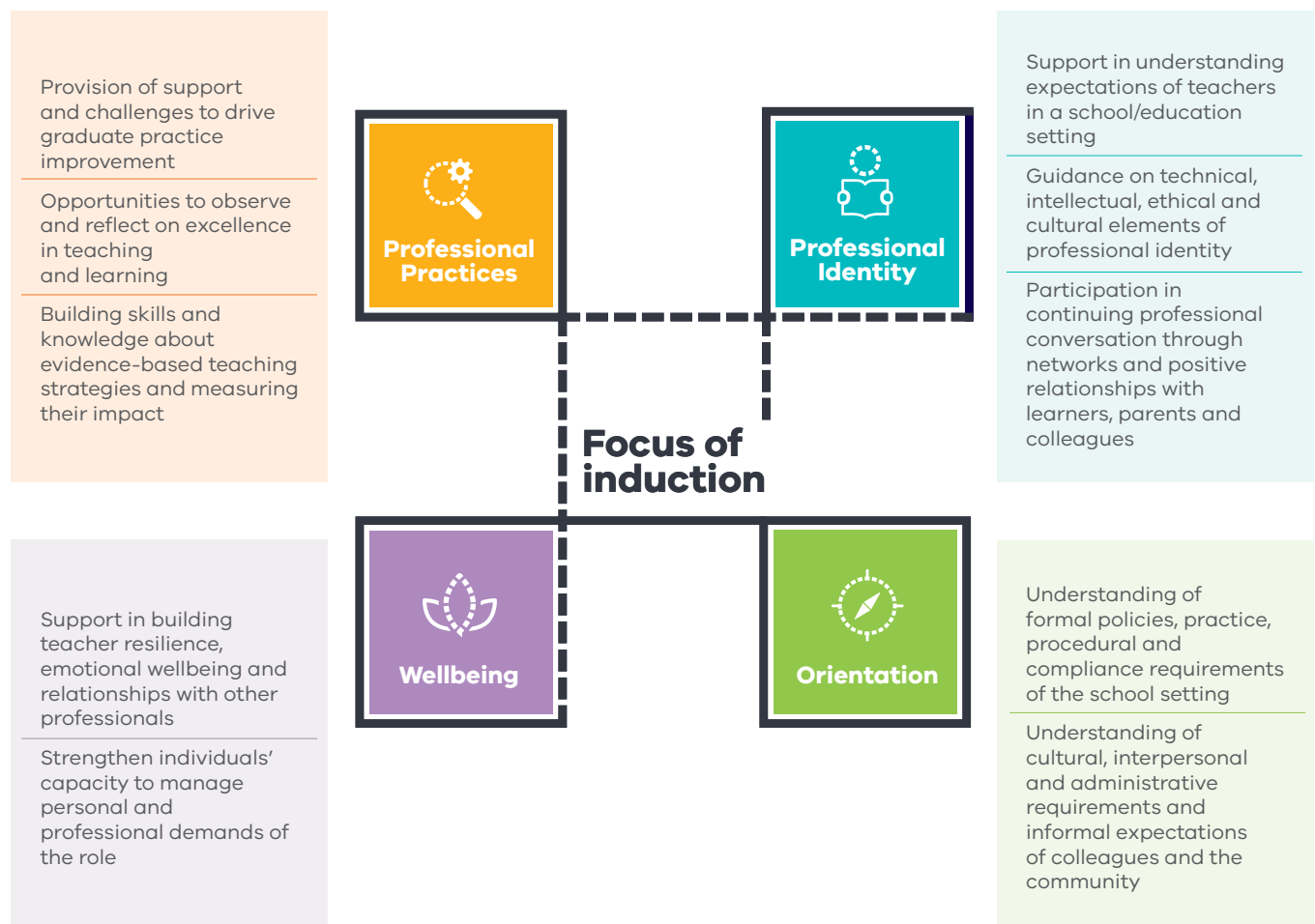
Graduate teachers are invited to work with experienced colleagues, mentor teachers and school leadership to:

- understand the role graduate teachers play in their own induction
- review this guide to 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.

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 the four focus areas that are critical for effective induction: Professional Practices, Professional Identity, Orientation and Wellbeing.



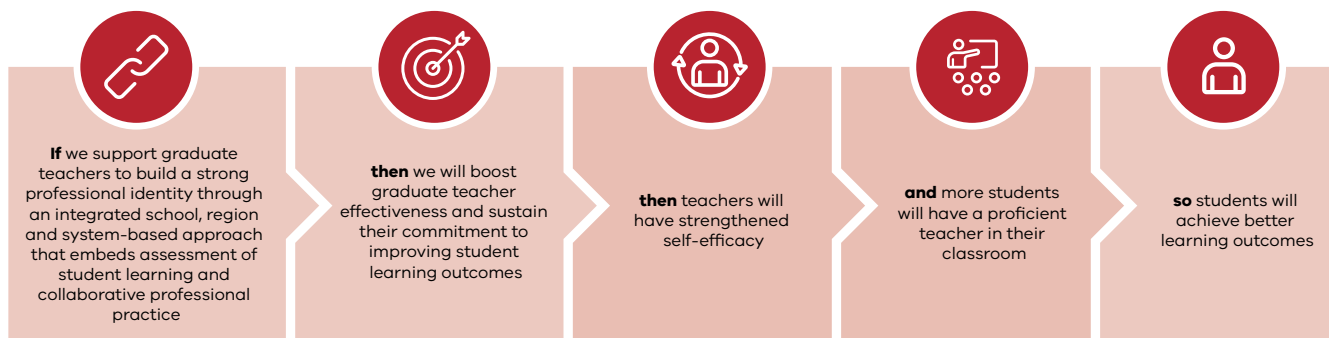
*Adopted from *Graduate to Proficient: Australian guidelines for teacher induction into the profession* (AITSL).

Take time to celebrate success. Focus and think about those lessons that have gone really well, and celebrate your students' successes as well.

Mary Jean Gallagher, Tips for Graduate Teachers 2018

THEORY OF CHANGE

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



In the next section, these components are presented in the context of the role of the graduate teacher, the school, mentor teachers, regions and central program areas in the Department.



Induction in practice



THE ROLE OF A GRADUATE TEACHER

Graduate teachers can over time take ownership of their own professional learning and development, however they can expect support and guidance from their experienced colleagues, the school and the system. Engagement with the supports and resources will greatly assist the planning of graduate teacher induction.

The work allocated to classroom teachers in the first 12 months of their teaching should recognise the need for the teacher to perform all their required duties in a reasonable time frame, and also to participate in the necessary induction and development activities. Accordingly, within the resources available, the scheduled duties of a classroom teacher in their first 12 months should be reduced by at least 5 per cent over the school week. The allowance can be applied to preparing for teaching and learning activities, developing context-specific knowledge about the school and the community it serves, and to engage in formal and informal conversations with school staff.

Graduate teachers know how to find resources to develop professional practice and cultivate their professional identity.



THE ROLE OF A MENTOR

Mentor teachers work directly with graduate teachers to support their professional practice growth and development. Mentor teachers are usually experienced teachers employed in the same schools as the graduate teacher. For some graduate teachers, particularly in small and rural schools, mentor teachers may be from other schools and the mentee-mentor relationship may be conducted mostly online.

Graduate teachers may meet their mentor teacher prior to commencement at the school, or after commencing in their role. Mentoring gets underway early in Term 1, as will observations of lessons taken by experienced teachers. The mentor-mentee relationship is a mainstay of a graduate teacher's two-year induction journey.



THE ROLE OF THE SCHOOL

Schools are responsible for supporting orientation of the school and the local community. School leaders welcome the graduate teachers to the school and create opportunities for follow-up as they progress through the two-year induction journey. The school manages the link with a trained mentor and supports the graduate to undertake school-based professional learning, including participation in collaborative professional practice such as Professional Learning Communities.



THE ROLE OF REGIONS AND CENTRAL PROGRAM AREAS IN THE DEPARTMENT

Through the [Education State targets](#), Victoria is enhancing the school experience and the learning outcomes of all children and young people. With those aims at the forefront of our collective work across schools, regions and the system, it is important to assist every graduate teacher to accelerate their confidence and capability in applying professional teaching knowledge and skills.

It is important that the strengths of each part of the system should be used to support graduate teacher induction.

For further information see:

www.education.vic.gov.au/about/educationstate/Pages/targets.aspx



THE ROLE OF REGIONS AND CENTRAL PROGRAM AREAS IN THE DEPARTMENT CONTINUED...

Developing and updating key resources for all teachers

The Department has a number of key resources to assist teachers in developing their professional practice and to support schools in their whole school improvement approach resources and teaching strategies are available to all teachers, in every classroom. The Department acknowledges the expertise and commitment of schools and teachers throughout the development of many of the resources.

Schools vary in their approaches to implementation, so it is important that graduate teachers work with school leaders or their teacher mentor to understand how the school approaches the use of each resource. Graduate teachers are encouraged to consider how the resources will assist in development of their professional practice, while also supporting a whole-of-school approach.

A number of supporting key resources are included at Appendix 2.

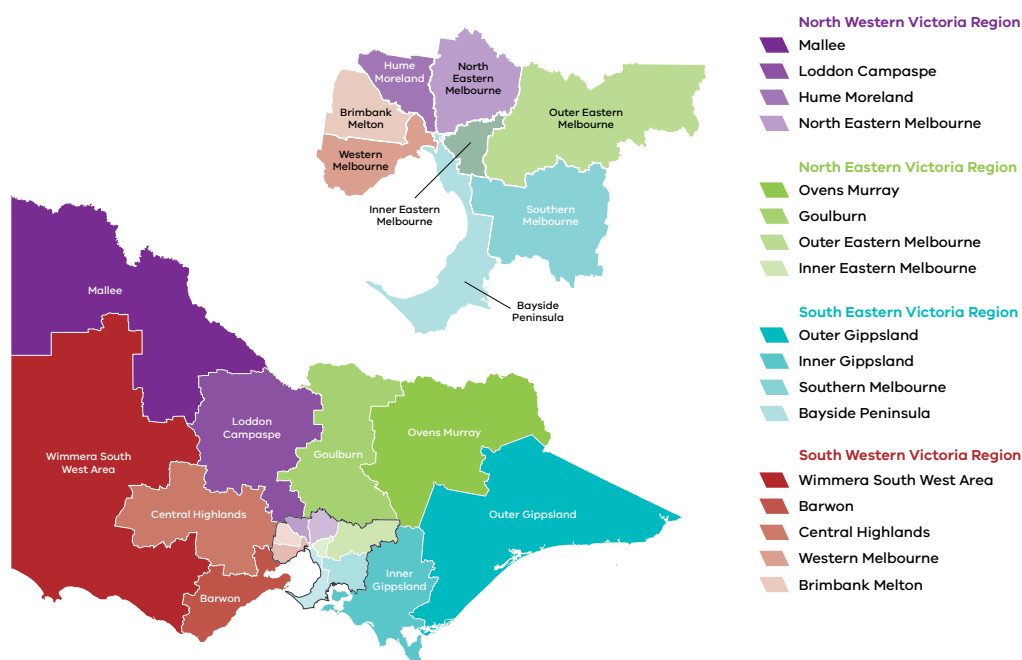
The Learning Places operating model

The Department uses a regional model to deliver education services across the State. Government schools in Victoria are distributed across 17 Learning Places (Areas). The 17 Areas are closely aligned to local government areas and fully aligned with the Department of Health and Human Services. The alignment supports more successful partnerships with local governments and network with common 'footprints'. Regional offices support the connection of central program areas in the Department, Areas and education services to ensure learners and their families have access to a range of experts for advice and support.

For further information, watch the videos below or see:

www.education.vic.gov.au/about/departments/structure/Pages/regions.aspx

- **Learning Places** - Multidisciplinary Teams across Victoria see: www.vimeo.com/264372504/ac94102cb8
- **Learning Places** - Improving Students Lives see: www.vimeo.com/264372471/1f77e39cfe





Orientation

A central function of induction is the introduction to the school context. The school may provide a verbal briefing, and/or make resources available, so that a graduate teacher can broaden and deepen their appreciation of the school. As graduate teachers' accumulate insights about the communities the school serves, they become more adept at contributing to strong student learning outcomes.



THE ROLE OF A GRADUATE TEACHER

Use the 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.



THE ROLE OF A MENTOR

Mentoring Capability Framework

Using the Mentoring Capability Framework (MCF) as a guide, mentor teachers support graduate teachers to plan, implement and evaluate their on-going practice and collaborate with experienced teachers. The MCF sets out expectations and behaviours for mentees, mentors and schools in the six domains shown on page 13.

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



THE ROLE OF THE SCHOOL

A focus on the school's context will support graduate teachers to learn how schools respond to student and community needs, aspirations, strengths and concerns. This is a practical introduction to the important interactions between the school context and professional practice.

Help graduate teachers to navigate point in time requirements

Graduate teachers have varying levels of classroom readiness and should expect support from school leadership and their mentors to develop skills needed at a specific point in time throughout the year. Assistance includes marking rolls, communicating with parents, writing reports and even 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 ROLE OF REGIONS AND CENTRAL PROGRAM AREAS IN THE DEPARTMENT

Graduate teacher induction portal

The induction 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. Graduate teachers should review the portal early in the school year.

For further information see: www.edugate.eduweb.vic.gov.au/edrms/keyprocess/teachers-induction/Pages/Home.aspx

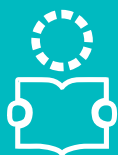
Understanding of formal policies, practice, procedural and compliance requirements of the school setting

Understanding of cultural, interpersonal and administrative requirements and informal expectations of colleagues and the community



The domains of effective mentoring





Professional Identity

As graduate teachers navigate the first years in the teaching profession they will continue to learn and grow their understanding of what it means to be an effective teacher and understand their role within the education system. Support from the school, experienced colleagues and professional networks will assist graduate teachers in developing their professional identity.



THE ROLE OF THE SCHOOL

Manage the probationary period

Graduate teachers who are employed in an ongoing position are required to undergo a probationary period not exceeding 12 months. As part of the probation period graduate teachers are provided with support and feedback throughout their first year of ongoing employment. 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.

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 on a fixed-term or casual basis.

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

Support the VIT registration process

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. After graduation, graduate teachers register with the VIT as provisionally registered teachers (PRT). 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 school or early childhood service.

Graduate teachers will work with teacher mentors 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

Support continuing professional growth

Principals' and teachers' Performance and Development Plans draw on goals and targets identified in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP) ensuring a cohesive approach to school improvement as there is a direct connection between the school's strategic direction, and the roles and responsibilities of all staff.

Once graduate teachers are fully registered with the VIT, ongoing professional development will be guided by the Performance and Development approach that operates across Victorian government schools. This whole-of-practice approach focuses on development and improving the quality of teaching and is facilitated by the principal or school leaders.

There is a strong link between the FISO and the Performance and Development approach as the learning needs of students should drive teachers' goal-setting and professional learning throughout each calendar year.

For further information see: www.education.vic.gov.au/hrweb/workm/Pages/pmgmntTS.aspx

Support in understanding expectations of teachers in school/education setting

Guidance on technical, intellectual, ethical and cultural elements of professional identity

Participation in continuing professional conversation through networks and positive relationships with learners, parents and colleagues



THE ROLE OF REGIONS AND CENTRAL PROGRAM AREAS IN THE DEPARTMENT

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 and 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: www.education.vic.gov.au/school/teachers/profdev/Pages/induction.aspx

Surround yourself with people with positive attitudes – who have a ‘can-do’ way of approaching teaching and learning – and your career will be more enjoyable and more successful for it.

Mary Jean Gallagher, Tips for Graduate Teachers 2018





Professional Practices

In order to build their skills and knowledge, graduate teachers will engage with numerous forms of professional learning, including opportunities to observe and reflect on excellence in teaching and learning. Graduate teachers will benefit from regularly engaging with key resources, including the Victorian curriculums, to develop their understanding of evidence-based teaching practices. Provision of a teacher mentor is a core component in building collective efficacy and developing professional practice.



THE ROLE OF A GRADUATE TEACHER

Delivering the Victorian curriculums

The Victorian Curriculum and Assessment Authority (VCAA) provides guidance to schools and teachers to assist with planning delivery of the curriculum. Usually schools, or a network of schools, determines the way in which the curriculum is structured and delivered. Graduate teachers are encouraged to work with their mentor teacher and school leadership to build their teaching and learning programs in accordance with the appropriate curriculum framework for their setting. Victoria has a number of curriculum frameworks, including:

- The Victorian Early Learning and Development Framework (VEYLDF) – which guides professionals working with children from birth to eight years
- The Victorian Curriculum F-10 – sets out what every student should learn throughout the first eleven years of schooling
- Senior secondary curriculum – which includes pathways to education or training beyond school via the:
 - » VCE – Victorian Certificate of Education
 - » VCAL – Victorian Certificate of Applied Learning
 - » VET – Vocational Education and Training.

For further information see: www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/curriculum.aspx

Planning for 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; peer observation including feedback and reflection.

Graduate teachers and school leaders may review the Induction timeline and checklists for graduate teachers (Appendix 1) to support discussions about the focus of their Professional Practice Days.

For further information see: www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppe-elements.aspx

Using a wide range of engagement strategies

Student engagement in the classroom is a challenge for many graduate teachers. Every classroom will be different, with a wide range of personalities, skill-sets and student prior learning. Achieving a calm and productive working environment can be a challenge. A number of tips for creating and maintaining a productive classroom is found on page 17.

For further information see:

- Student engagement - www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/default.aspx
- Behaviour and discipline - www.education.vic.gov.au/school/teachers/behaviour/Pages/default.aspx

Provision of support and challenges to drive graduate practice improvement

Opportunities to observe and reflect on excellence in teaching and learning

Building skills and knowledge about evidence-based strategies and measuring their impact



Tips for creating a productive classroom

- Your best aid in ensuring a productive classroom is the conscientious preparation of challenging, purposeful and relevant materials.
- Ensure that you are open with your students and have communicated the goals of the learning activity and the measures of success.
- Look to your mentor and the school's Student Code of Conduct. It is important to understand and follow the philosophy and procedures put in place by your school. If you feel that you have concerns in this area, speak with your mentor about making it a focus for observation and feedback. Actively note the techniques used by your mentor and ask them to observe you and do the same. Follow your observation with a discussion about what strategies may work for you.
- Seek assistance from Curriculum Leaders and other support staff in catering for individual differences in your classes. Successful differentiation of learning activities can help to ensure that all students are able to actively participate.
- If you have concerns about a student, or students in your class, talk to colleagues. Seek to learn whether their background stories account for the difficulties they are experiencing. Find out what strategies have worked for other teachers in the past.
- Show a genuine interest in your students. Understand their preferences for learning, their interests outside school, and their motivations and aspirations.
- It is important to choose to be the person of authority in your classroom. This means behaving confidently even if at first you do not feel it!
- Be well prepared and believe in what you are asking students to do.
- Be clear about your purpose in structuring activities.
- Project confidence by facing the group and making eye contact with them.
- Except when you are working with a group, stay on your feet, interacting with students as they work – and, of course, monitoring their progress.
- Maintain a serious but friendly demeanour until you all get to know each other. Learning activities should be deeply satisfying and enjoyable but you should show at all times that your main focus is on their learning.
- Think about how you use your voice – maintain a low register and speak only slightly louder than a normal conversational level. Losing your temper and raising your voice into shouting or yelling certainly does not work. Speak more slowly than you would normally, leaving some brief pauses for information to be processed.
- Be careful of the language that you use. Avoid sarcasm which can be hurtful or making derogatory comments about the personal attributes of any student. You may feel frustrated and upset at times, but it is essential to maintain your sense of calm authority. Remember that students often model your behaviour.
- Be positive and praise good behaviour rather than criticising bad behaviour. Follow the 'catch them doing something good' rule, especially with students you are finding difficult. Rewarding good behaviour is much more powerful than punishing bad behaviour in achieving change. It is more powerful to begin a lesson with, 'Thank you, Esme, Jade and Ahmet for sitting quietly with your books ready' than with a general criticism or identifying those not doing the right thing.
- Lastly and most importantly, allow your joy in the wonderful journey of discovery you are embarking on with your students to shine!



Professional Practices



THE ROLE OF THE SCHOOL

Provide support through allocation of a mentor teacher

Mentoring and classroom observation are consistent practices during a graduate teacher's two-year induction journey.

The Mentoring Capability Framework (MCF) sets out expectations and behaviours for mentees, mentors and schools, including advice about:

- participating in classroom observations
- undertaking professional learning
- applying their learning to teaching practice, and
- evaluating impact on students' learning outcomes.

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

Provide support and guidance about excursions

Excursions can offer students rich learning opportunities outside of the classroom setting. Speaking with experienced teachers and school leadership will help new teachers to understand what policies and requirements are important to consider when planning or attending an excursion.

When planning an excursion: teachers need to be able to identify how the excursion will contribute to students' understanding of the curriculum; ensure that approval and consent has been gained; and that strategies are in place to mitigate any risks.

For further information see: www.education.vic.gov.au/school/teachers/studentmanagement/excursions/Pages/outdoor.aspx

Provide support surrounding parent-teacher conferences

In most schools, parent-teacher conferences are scheduled towards the end of first term and again towards the end of third term. These may be accompanied by an interim report giving some broad indications about each student's progress. Parent-teacher conferences are an important way of providing feedback to parents on their child's progress. It is also important for teachers to hear about concerns that parents may have. It is critical that each student knows that their teacher and their parents share goals about their learning.





Tips for parent-teacher conferences

- The first time participating in parent-teacher conferences may be daunting. Don't worry, parents can also be apprehensive about them. This is particularly the case if their child has not been succeeding at school or they have received negative feedback on these occasions in the past. The school wants parents to attend and often puts considerable effort into encouraging them to do so.
- Each school will have decided a particular format for these conferences and you need to follow those formats. However, there are a few things teachers can do:
 - » Arrange the furniture in the room so that you and the parents are sitting together at a table. Placing yourself behind a desk may not set the right tone.
 - » Prepare the room so that it is tidy and attractive. Display student work where possible.
 - » Present yourself professionally in dress and manner.
 - » If it has not been done for you, organise to have a more experienced teacher close by, so you have someone to whom you can refer difficulties.
 - » Be prepared. Have evidence of the student's progress and learning behaviour. Samples of work, assessment records, diary notes or printouts make good examples.
- Conference times are usually about ten minutes, so be clear about what you want to communicate.
- Greet parents in a warm and welcoming manner. Introduce yourself if you have not met them before.
- Be confident but respectful. You are the professional educator but they know their child well. Do not forget that some of your parents may also be teachers.
- Practice active listening. Do not get so caught up in what you are saying that you do not listen properly to what the parents are telling you.
- Where appropriate, schools will have organised interpreters – if you need to, ask the parents if they would prefer to work with an interpreter. It is not appropriate to use students as interpreters.
- Begin and end with something positive. Show that you know the student and are committed to their progress.
- If you need to draw attention to some negative behaviours do it in terms of their impact on the student's learning. Do not engage in personal comments or characterisations.
- Involve the parents by asking for their thoughts on what you are discussing.
- Have a place where you take notes about the interview, particularly if you have promised some follow up.
- End the conference by smiling and thanking them for coming.



Professional Practices



THE ROLE OF A MENTOR

Effective Mentoring Program

Mentor teachers may have completed formal training through the Effective Mentoring Program (EMP). Through EMP, every graduate teacher in a Victorian government school will be matched with a mentor teacher.

Jointly developed by the Department and the VIT, the EMP focuses on three elements of the induction journey: wellbeing; professional practice; and professional identity.

The two-day training program for new mentor teachers reflects a robust professional learning design intended to maintain high standards of mentoring practice across the system and is informed by the Mentoring Capability Framework.

Experienced mentor teachers also have access to a one-day EMP refresher. The mentor-mentee relationship will reflect the emphasis the mentor training places on effective mentoring as explicit (not incidental), evidence-based (not anecdotal), and collaborative (not isolated).

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

Engage parents in a positive way. Communicate early with your students' parents. Find positive things to contact parents about. Have them understand the positive parts of the student's relationship in your classroom.

Mary Jean Gallagher, Tips for Graduate Teachers 2018



THE ROLE OF REGIONS AND CENTRAL PROGRAM AREAS IN THE DEPARTMENT

Area-based Graduate Teacher Conferences

Across every Area in Term 3, new graduate teachers will be invited to attend a Graduate Teacher Conference. The conferences are for all graduate teachers in their first year of teaching.

The Graduate Teacher Conference will enable new teachers to establish professional networks with graduate teachers from nearby schools. The conferences will emphasise collaborative contexts to help establish professional identity. One purpose of the conferences is to support initiation of new networks and to encourage participation in existing Communities of Practice.

The conference unpacks the FISO and the Victorian Teaching and Learning Model in an effort to raise the professional practice of graduate teachers, and focus on building a strong professional identity and networks at the Area level.

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





Wellbeing

It is important to support graduate teachers from the beginning of their career to develop teacher resilience and emotional wellbeing. Building capacity to manage the personal and professional demands of the role is critical and sets the tone of a respectful work environment.



THE ROLE OF A GRADUATE TEACHER

Graduate teachers can support their own health and wellbeing

The first few years of teaching can be very overwhelming. Graduate teachers should be mindful of stressors and seek support and help from their experienced colleagues when needed. Recognising points of stress is an important part of understanding how to better manage the roles and responsibilities of being a teacher. Graduate teachers should look for opportunities to engage in school-based wellbeing programs and school culture activities.

AITSL My Induction app

The Australian Institute for Teaching and School Leadership (AITSL) has developed the [My Induction app](#) that brings together resources and activities to support the development of new teachers in the first few years of teaching. The app includes expert advice and strategies for maintaining personal wellbeing.

For further information see: www.aitsl.edu.au/teach/start-your-career/my-induction-app

Be kind to yourself. Take care of yourself. Teaching can be exhausting. So practise the principles of a healthy lifestyle – both physically and emotionally.

Mary Jean Gallagher, Tips for Graduate Teachers 2018



Support in building teacher resilience, emotional wellbeing and relationships with other professionals

Strengthen individual capacity to manage personal and professional demands of the role



THE ROLE OF THE SCHOOL

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. There are a number of important supports available to all employees.

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: 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: www.education.vic.gov.au/hrweb/safetyhw/Pages/employeeservices.aspx

LiveWell

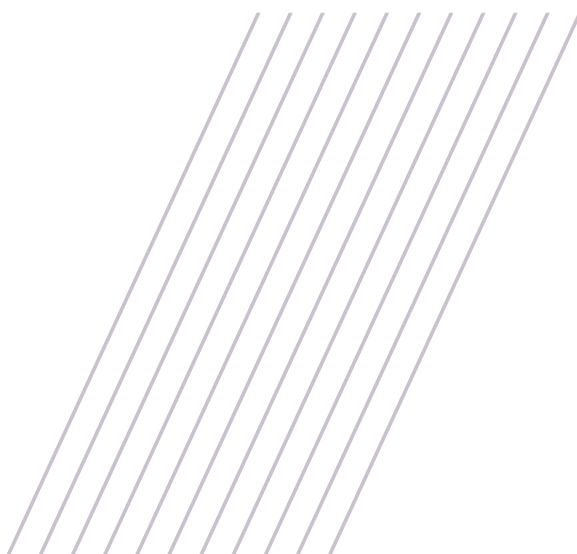
LiveWell is an interactive website that provides information, advice and support to help improve mental and physical wellbeing. The library has three sections: LiveWell; BeWell and WorkWell. The website offers access to articles, resources and interactive tools and content to help in the areas of life, work, relationship, finances and more. This service is provided by OPTUM. It is a private, confidential service and can be accessed from home.

Access code: DETEAP

For further information see: www.livewell.optum.com/public/welcome.asp

Your principal and your colleagues are there to welcome you to the profession and want to help you be successful.

Mary Jean Gallagher, Tips for Graduate Teachers 2018



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 of Education and Training 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 welcome pack is set out at 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 (PLCs) (where relevant)
- projects informed by the Framework for Improving Student Outcomes (FISO)
- the Victorian Teaching and Learning Model (VTLM).

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, see: [Improve your teaching](#). The Victorian Institute of Teaching (VIT) guide to the registration process is also available online, see: [Supporting Provisionally Registered Teachers](#).

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 PLC (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 VTLM, the School Strategic Plan and the 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 often cited 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 a Graduate Teacher Conference 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. PLCs (where relevant) 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.

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

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 Department of Education and Training | |
| <input type="checkbox"/> | Organise Orientation Day/s | |
| <input type="checkbox"/> | Become familiar with the Victorian Government Schools Agreement 2017 (VGSA 2017) | |
| <input type="checkbox"/> | Review the Code of Conduct and Ethics | |
| Review the Department's policies and procedures | | |
| <input type="checkbox"/> | Code of Conduct for Victorian Public Sector Employees | |
| <input type="checkbox"/> | DET's Values: A School Guide | |
| <input type="checkbox"/> | Protecting children | |
| Graduate teacher and principal/school leader meeting which covers the following items: | | |
| <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 Outside Employment guidelines and Complaints – information for employees | |
| Meet with school office staff to initiate or complete administrative tasks, which may include: | | |
| <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 School Policy and Advisory Guide: Information for Schools | |
| <input type="checkbox"/> | Download and explore the My Induction app developed by the Australian Institute for Teaching and School Leadership | |
| <input type="checkbox"/> | Review educator's section of Victoria Curriculum and Assessment Authority (VCAA) website | |
| Review school policies and procedures | | |
| <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 | |
| Commence Occupational Health and Safety (OHS) induction | | |
| <input type="checkbox"/> | OHS Policy | |
| <input type="checkbox"/> | OHS Consultation and Communication Policy | |
| <input type="checkbox"/> | OHS Issue Resolution Flowchart | |
| <input type="checkbox"/> | Identify health and safety representative | |
| <input type="checkbox"/> | Hazard, incident and near miss reporting process (eduSafe) | |
| <input type="checkbox"/> | Information on employee support services (for example, Employee Assistance Program and Conflict Resolution Support Service) | |
| <input type="checkbox"/> | First Aid and Infection Prevention and Control Procedure | |
| Commence eLearning | | |
| <input type="checkbox"/> | Child Safe Standards: Mandatory reporting and other obligations | |
| <input type="checkbox"/> | OHS for New Employees | |



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 Victorian Teaching and Learning Model , Practice Principles for Excellence in Teaching and Learning , High Impact Teaching Strategies (HITS) , Amplify , Literacy Teaching Toolkit , Victorian Literacy Portal and the Victorian Numeracy Portal). | |
| <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 Peer Observation 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 | |
| Review school policies and procedures | | |
| <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) | |
| Review DET policies and procedures | | |
| <input type="checkbox"/> | Conflict of Interest | |
| <input type="checkbox"/> | Acceptable Use Policy | |
| <input type="checkbox"/> | Disability and Reasonable Adjustments | |
| <input type="checkbox"/> | Equal Opportunity | |
| <input type="checkbox"/> | Gifts, Benefits and Hospitality Policy | |
| <input type="checkbox"/> | Anti-Bullying | |
| <input type="checkbox"/> | Sexual Harassment Policy | |
| <input type="checkbox"/> | Travel Policy | |
| <input type="checkbox"/> | Gifts, Benefits and Hospitality Policy and Thanks is Enough standard | |
| <input type="checkbox"/> | Social media guidelines and fact sheet | |

**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 Education State | |
| <input type="checkbox"/> | Read about the Framework for Improving Student Outcomes (FISO) | |
| <input type="checkbox"/> | Review the Insight Assessment Portal | |
| <input type="checkbox"/> | Review the Department website on Professional Learning Communities (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"/> | Understanding DET's Values | |
| <input type="checkbox"/> | Respectful Workplaces | |
| <input type="checkbox"/> | Workplace Bullying | |
| <input type="checkbox"/> | Equal Opportunity | |
| <input type="checkbox"/> | Working with Integrity | |
| <input type="checkbox"/> | Human Rights | |
| <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 Victorian Institute of Teaching (VIT) | |
| <input type="checkbox"/> | Graduate teacher and their teacher mentor begin discussing the process for progressing to full VIT registration | |
| <input type="checkbox"/> | Unpack the Australian Professional Standards for Teachers 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 | |
| Review Policies and Procedures | | |
| <input type="checkbox"/> | Literacy and Numeracy Strategy | |
| <input type="checkbox"/> | Individual Education Plans (IEPs) | |
| <input type="checkbox"/> | Marrung – Aboriginal Education Plan | |
| <input type="checkbox"/> | Koorie Education Learning Plan (KELP) | |
| <input type="checkbox"/> | Student safety and support (for example, behaviour and discipline , health and wellbeing , students with a disability) | |

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 Australian Institute for Teaching and School Leadership (AITSL), Bastow Institute , and Victorian Deaf Education Institute (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) | |
| Review Policies and Procedures | | |
| <input type="checkbox"/> | Inclusion online | |
| <input type="checkbox"/> | English as an Additional Language (EAL) Teaching Strategies | |
| Review the year | | |
| <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 Performance and Development Plan (PDP) 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 | |
| Review the year | | |
| | 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 – 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)** - www.vcaa.vic.edu.au/Pages/earlyyears/index.aspx
- **Victorian Curriculum F-10** - www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx
- **National Assessment Program Literacy and Numeracy (NAPLAN)** - www.vcaa.vic.edu.au/Pages/prep10/naplan/index.aspx
- **Victorian Certificate of Education (VCE)** - www.vcaa.vic.edu.au/Pages/vce/index.aspx
- **Victorian Certificate of Applied Learning (VCAL)** - 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 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: www.education.vic.gov.au/about/programs/Pages/marrung.aspx

Framework for Improving Student Outcomes

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:

www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx



Literacy and Numeracy are the foundations for successful engagement in learning and lifelong achievement. The Literacy and Numeracy Strategy (the 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.

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

- 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.

At a glance - Literacy and Numeracy Teaching Resources



The Victorian Teaching and Learning Model

The [Victorian Teaching and Learning Model](#) (VTLM) brings Framework for Improving Student Outcomes (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:

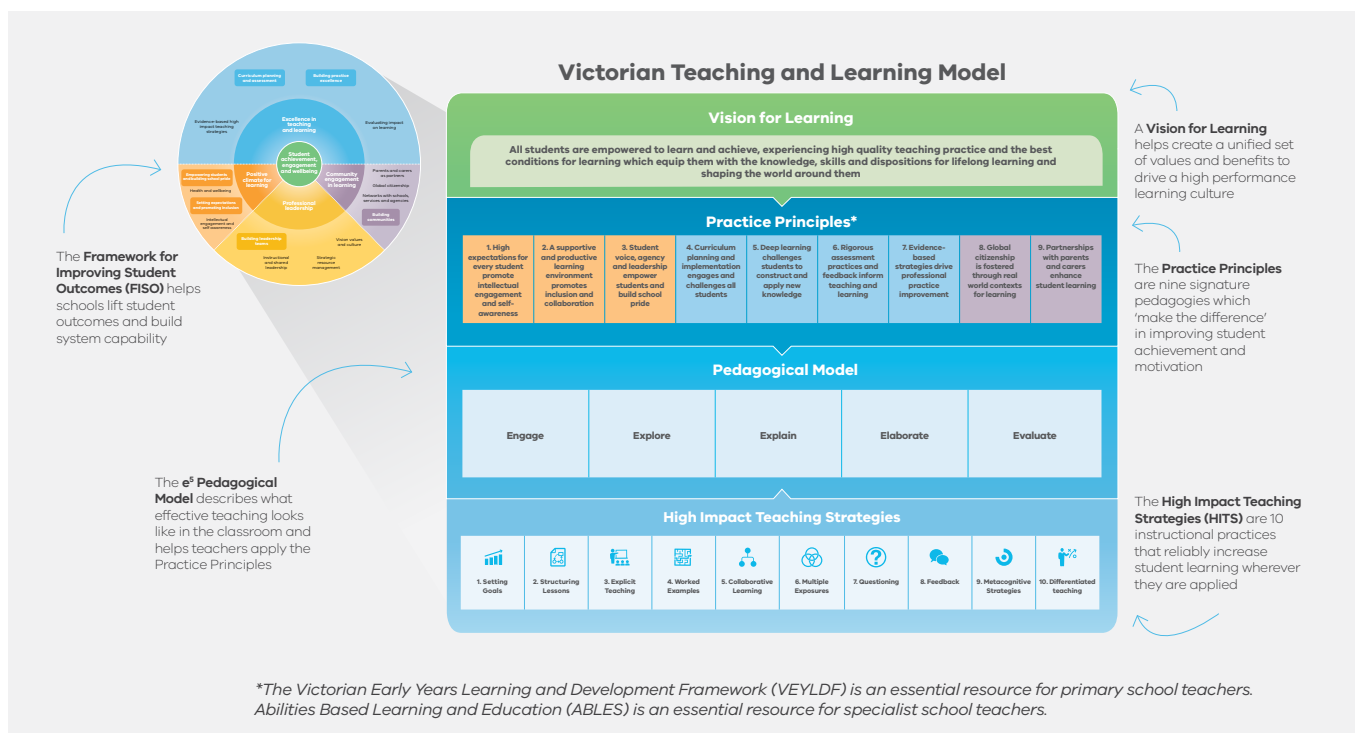
- Victorian Early Years Learning and Development Framework (VEYLDF), which is an essential resource for primary school teachers

» **For further information see:** www.education.vic.gov.au/childhood/providers/edcare/Pages/expired/veyladf.aspx

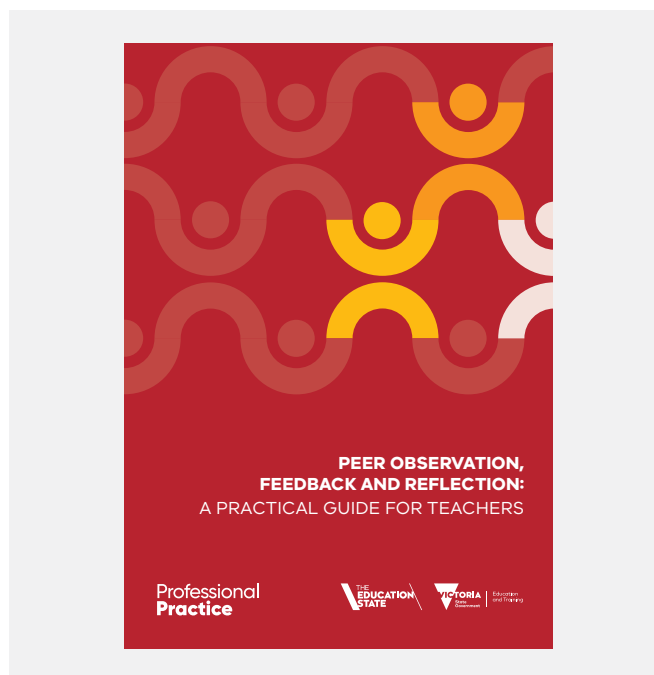
- Abilities Based Learning and Education Support (ABLES), which is an essential resource for specialist school teachers.

» **For further information see:** www.education.vic.gov.au/school/teachers/learningneeds/pages/ables.aspx

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

Notes



