Then said a teacher, Speak to us of Teaching.

And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm, nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.

And even as each one of you stands alone in God’s knowledge, so must each one of you be alone in his knowledge of God an in his understanding of the earth.

Kahlil Gibran

(1923)

*The Prophet*
Effective Induction Programs: Guidelines for Principals of Provisionally Registered Teachers

It is important to begin your School Community’s relationship with a graduate teacher on a positive note. Some schools make the mistake of employing a new teacher, handing them the curriculum and list of student names and then largely forgetting about them, assuming that they have come out of university with all the skills and knowledge to ‘get on with the job’. While many graduate teachers may well be able to do just that, the school can make the settling in process a little less daunting by having procedures in place to welcome and introduce new teachers to their colleagues and to their new role. An induction process will help to ensure that the graduate teacher can more easily grasp the processes, procedures and aims of the teaching community, which will in turn boost their confidence and encourage them to become contributing members of the team.

Provisionally Registered Teachers (PRTs) bring to their first school employment enthusiasm, optimism, newness and knowledge of current educational theory which can act as inspiration for collegial partnerships which enrich and enhance the school environment.

The presence and involvement of the Principal and/or school leadership team in the school’s Induction program, assures the graduate teacher that s/he is welcome, valued and will be supported. Clearly a beginning teacher who feels genuinely welcomed and who is given active support in and information about the school community where s/he is about to work is far more likely to operate in a productive manner than one who is given no induction. If there is no vision from the school of the ‘role’ the new teacher has within the school community, then s/he may be left confused and unsure of expectations. Since the Principal is the educational leader of the school, the person who establishes expectations and who may appraise the graduate teacher, then these teachers will be listening and watching to determine the Principal’s educational philosophy, goals and expectations. Another important item to remember is the Catholic Culture of the school. This should be a foremost feature of the induction program.

Catholic Education Office Ballarat (CEOB) offers a systemic scheme of induction which has been planned and implemented for all PRTs within Catholic Primary schools and Catholic Secondary schools in the Diocese. There is an expectation that each school will also develop and implement its own induction program.

The induction program for PRTs is primarily the responsibility of the school, with the support of CEOB which can offer advice and where necessary, resources. CEOB offers a series of professional learning days for Graduate teachers in their first, second and third years of teaching in the Primary schools as part of the Diocesan support to schools. Within the Secondary area, CEOB offers professional development days during the first year of teaching and on campus support for those teachers in their second and third year.

An effective induction program can improve the teacher retention rate of a school when the causes of young teachers leaving are understood and strategies are implemented to lessen contributing problems.

Remember all graduate teachers want to succeed. They begin their teaching careers with enthusiasm and potential for success. However, pre-service education does not prepare new teachers to assume the same responsibilities as experienced teachers. Like newcomers to any profession graduate teachers need assistance and support throughout their first years in the role of teacher.
Part of the effective induction program is the attendance of the Graduate Teacher at the programs being offered by CEOB specifically for Graduate teachers in their first three years. The VIT program for Provisionally Registered Teachers has been included in the first day of the Graduate Teacher program, and those who attend CEOB days do not have to attend the VIT days.

Dates for 2011 are listed below and can also be found on the Diocesan Events calendar where participants are required to register online. Please ensure that a first year graduate is aware of this procedure and has the appropriate email address. If they do not as yet have an address please have them utilise the Principal address for the first gathering.

<table>
<thead>
<tr>
<th>Graduate Year</th>
<th>Date</th>
<th>Venue</th>
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<tbody>
<tr>
<td>1</td>
<td>22nd February, 2011</td>
<td>Best Westlander Motel</td>
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<tr>
<td>1</td>
<td>23rd – 24th June, 2011</td>
<td>TBA</td>
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<tr>
<td>1</td>
<td>18th October, 2011</td>
<td>Best Westlander Motel</td>
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<tr>
<td>2</td>
<td>23rd February, 2011</td>
<td>Best Westlander Motel</td>
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<td>2</td>
<td>19th October, 2011</td>
<td>Best Westlander Motel</td>
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<tr>
<td>3</td>
<td>20th October, 2011</td>
<td>Best Westlander Motel</td>
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</tbody>
</table>

Mentor Training days are another important aspect of the Induction program. It is recommended that those who have not participated in training during the last three years, attend days and further enhance their understanding of mentoring. CEOB does not facilitate these days but supports the days presented by VIT. Dates for day one of training and venues within the Diocese are listed below:

<table>
<thead>
<tr>
<th>VIT Day One Mentor Training, 2011</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>15th February</td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>24th February</td>
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<td><strong>Monday</strong></td>
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<td>28th February</td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>8th March</td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>10th March</td>
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Registration for Mentor training should be made on VIT website: [www.vit.vic.edu.au](http://www.vit.vic.edu.au)

Dates for Day Two of training will be sent out during late term 2.
DEFINITIONS:

Graduate Teacher: Are those teachers in their first three years after pre-service teacher education.

Provisionally Registered Teacher: Provisional registration is granted for a period of twelve months, but can be extended for a period up to a further twelve months. During this time, the teacher must provide evidence that they have achieved the standards of professional practice required for full registration. (VIT)

Permission to Teach: a person who is not a qualified teacher but who has appropriate skills and experience to teach in a particular subject or discipline and is required to instruct and/or assess a student’s participation in the school program. This person is eligible to be granted permission to teach.

Induction: A program that assists graduate teachers to identify strategies which enable them to carry out their duties in a school environment. It is also recognised that new teachers to Catholic Education and to the Diocese, will require a modified induction process.

INDUCTION:

The induction process should begin immediately, however be careful not to overwhelm the graduate.

In preparing induction programs, schools should consider such aspects as:

• a pre-appointment visit to the school
• a letter of welcome to accompany the letter of appointment
• providing a staff handbook of information about the school, its policies, its vision and mission, objectives and procedures, and the community it serves linked to a discussion on its key features
• pupil-free staff days in January should be utilised to initiate the graduate teacher into the school community, share the mission of the school and introduce them to their working environment
• the preparation of the first month’s current curriculum program, term planner or lesson register by an experienced teacher, as a model for future preparation and discussion
• the allocation of an experienced teacher as a mentor to work with each graduate teacher, this should be a flexible arrangement to allow for a change of mentor to meet the graduate teachers evolving needs
• the designation of a particular staff member (other than the principal) as a coordinator of induction in the school with an appropriate time allowance to be able to commit quality time to the induction process;
• involvement of graduate teachers in small group discussions as well as general staff meetings.
• the establishment of specific times for induction activities and time to spend with the mentor
• the need to avoid undue interruptions to the normal teaching program of the school by creating timetabled time for induction activities/reflection leading to application for full registration
• the preparation of the whole staff for the induction of graduate teachers so that they are sensitised to acknowledge and support the steep learning curve necessary in a busy school
• reduced teaching load for graduate teacher. This available time could be used to spend time with exemplary classroom practitioners to observe good practice or meet with specialist support staff
• shared duties with experienced staff to learn ‘duty of care’ obligations and become familiar with the ‘hidden curriculum’.
ROLE DESCRIPTIONS:
Consistent with recommendations in the Victorian Institute of Teaching (VIT) supporting Provisionally Registered Teachers Manual, the following role descriptions are endorsed:

Role of Graduate Teacher
- A teaching load appropriate to a graduate teacher from within the teaching area(s) for which the graduate teacher was prepared and which does not include excessively large classes or classes known to present special difficulties (where possible, a graduate teacher would be given a reduced teaching load and/or additional release time). The Award states: Teachers in their First Year of Experience
  - 5.6.1 In primary schools may be allocated a maximum of 21.5 hours of scheduled class time per week averaged over a term.
  - 5.6.2 In secondary schools may be allocated a maximum of 18 hours per week of scheduled class time over a term (p. 110).
- Engagement in lesson preparation, discussions with teacher-mentor, and involvement in school or college induction activities, graduate teacher seminars and other in-service professional development programs.

Role of Mentor Teacher
- Provision of advice and assistance to the graduate teacher as needed or requested on the planning, teaching and evaluation of instruction.
- Provision of advice and information regarding the gaining of full registration with VIT
- Introduction to and discussion about the Victorian Teaching Standards (VIT); the Victorian Teaching Code of Ethics and the Victorian Teaching Profession Code of Conduct.
- Providing other professional support to the graduate teacher, eg.
  - coaching
  - demonstrations
  - recommendations on courses, workshops or conferences to improve the graduate teacher’s knowledge and skills
  - introduction to professional associations
  - acculturation into the school or college and its community
  - orientation to the resources, policies and procedures of the school, region and system
- Observing and critiquing the graduate teacher’s performance, and providing feedback or formative assessment that is confidential to the graduate teacher and the mentor.
- Acting as confidant, counselor and advocate for the graduate teacher.
- Holding regular discussions/conferences with the graduate teacher.
- Involvement in graduate teacher seminars where appropriate.

Role of Principal / Leadership Team:
- Leading the production of school induction processes and documentation
- Appointing willing and proficient Mentors to all new teachers and ensure that they undertake Mentor professional learning (VIT)
- Oversee induction processes and provide opportunities for ongoing evaluation
- Ensure that induction processes are followed and continue throughout the year
Ensure that an annual evaluation of induction processes and experiences occurs and that necessary updates to processes and documentation are in place for the start of each school year.

Ensure rigour of VIT registration processes.

Lead whole staff induction support in an explicit manner.

Role of All Staff:

- Encourage, support and share knowledge and resources with new and graduate teachers.
- Ensure graduate/new teacher feels welcome in staff room, school and social activities.
- Seek to provide information before there is an urgent need eg Reporting information not the week before it occurs.
- Be available to the graduate/new teacher, especially on occasions when mentors may be absent or unavailable.

ACCREDITATION:

Accreditation to teach Religion in Catholic Schools will be granted to registered teachers who have successfully completed an approved course in Religious Education studies. This study is a course approved by the appropriate authority qualifying a teacher to teach religion and/or about religion, or to educate in faith or make a positive contribution to the aims and objectives of Catholic Education in the Diocese.

To gain accreditation, Primary or secondary school teachers must have successfully completed an approved formal course and its assessment. This course should include a foundational unit in the Church’s history and teaching and units in Biblical Studies, Sacramental theology and Religious Education method and practice. The course must be approved by the agreement of the Diocesan Directors of Catholic Education.

An applicant for Accreditation to teach Religious Education in a Catholic School must provide satisfactory evidence of practical experience of the teaching of Religious Education in a classroom setting.

Accreditation to teach in a Catholic school will be granted to registered teachers who:

- are able to demonstrate that they have engaged in fifty (50) hours of religious study.

- These studies should include an adequate coverage of each of these areas:
  (a) Child, adolescent and adult faith development (a minimum of 10 hours)
  (b) The aims, objectives and rationale of Catholic schools (a minimum of 10 hours)
  (c) Revelation, the Catholic Church, Jesus Christ, Scripture, the Church in its Liturgy, Life and Tradition, Sacraments, Morality, Justice and Peace (a minimum of 15 hours)

- These studies may be undertaken in:
  (a) School-based in-service activities
  (b) Diocesan and regional seminars
  (c) Formal courses
SUPPORT AVAILABLE FROM CEOB:

Off site professional learning for graduate teachers.

On site visits from Education Officers in all areas of curriculum – including Religious Education, as requested.

Additional funding to support the school Induction program.

FREQUENTLY ASKED QUESTIONS:

How much release time do I have to give a graduate teacher?

Graduate teachers in their first year of teaching are required to have additional release time to assist them in their planning. This release time may be given on a weekly basis, but may also be accumulated to allow for extra planning or professional learning time. Teachers in their first year of teaching

- 5.6.1 In primary schools may be allocated a maximum of 21.5 hours of scheduled class time per week averaged over a term.
- 5.6.2 In secondary schools may be allocated a maximum of 18 hours per week of scheduled class time over a term (p. 110).

Is there funding available to support the graduate teacher?

Funding to support graduate teachers is separated out in the Primary school setting and made available specifically for graduate teacher programs from CEOB.

In the Secondary environment the funding is within the overall budget.

This funding may be used to provide additional release time for graduate to meet with mentor. It may be used to ensure graduate participates in professional learning activities.

How often should the graduate teacher meet with his/her mentor?

There should be formal meeting times planned as well as the incidental meetings. Mentors should meet with the graduate teacher at least weekly in the first term – this may lessen during subsequent terms. These meetings should be well planned and not just ‘times for a chat’. If it is possible for the school to plan release times for these teachers to occur at the same time this would be an advantage to the working relationship. If it is possible to give a mentor additional release time this would also ensure less stress for the mentor.

Does the school have to have an induction program?

Yes – every school should have an induction program. This should be not only for graduate teachers but for any staff member new to the school. However, an induction program for the graduate teacher is vital for his/her confidence and capability in the classroom.
Does the school have to have a mentor for the graduate teacher?

Yes – each graduate teacher needs a mentor. This mentor should be carefully chosen and participate in the VIT mentor development program.

When do I know that I need to get external support for a graduate teacher?

The mentor should report to you as Principal. If at any time the mentor believes that the graduate teacher is finding an area of teaching, organisation or management difficult then you should be informed so that you can offer further assistance. This can be from other staff members, but it may also be from CEOB personnel. The first step is an accurate identification of the problem’s source.

What are my responsibilities as school Principal in implementing and evaluating the induction program?

As the leading teacher and person responsible for the school it is your responsibility to ensure that you:

- have an effective induction program in place
- make appropriate teaching assignments for graduate teachers
- provide adequate teaching resources
- communicate expectations for teaching and learning in the school
- interact with graduate teachers individually and in small groups
- observe classroom teaching
- provide feedback and affirmation to the graduate teacher
- monitor and evaluate the induction program with the leadership team to make sure that it is relevant and contains current educational thinking.
AFTER APPOINTMENT

To ensure that the Graduate Teacher feels welcome the Primary school Principal should:

☐ Organise a meeting for your graduate teacher with the Parish Priest or Canonical Administrator
☐ Give graduate teacher a staff handbook, school profile, parent handbook
☐ Give the graduate teacher a copy of the VIT’s *The Victorian Teaching Profession Code of Conduct* (2008). Discuss.
☐ Give the graduate teacher a copy of VIT’s *The Victorian Teaching Profession Code of Ethics* (2007). Discuss
☐ Inform graduate teacher about Mentor program and introduce him/her to the chosen Mentor
☐ Give graduate teacher a list of all staff their teaching areas or support role.
☐ Discuss the Induction Program with your graduate teacher
☐ Ensure they know about their teaching assignment and have information needed to teach effectively:
  - Class and size
  - Number of integrated students
  - Student Learning Profiles
  - Cultural background of children
  - Length of time any newly arrived students have been in Australia
  - Any children with illness eg asthma
☐ Ensure they know which is their classroom and what arrangements are made regarding keys and security
☐ Give graduate teacher a copy of the school Vision and Mission statements and policies on ‘Pastoral Care’ and ‘Teaching and Learning”.
☐ Give graduate teacher a copy of the school curriculum documentation and relevant Scope and Sequence statements for different domains
☐ Ensure that the graduate teacher has his/her own copy of the *Awakenings Core Document*
☐ Inform teacher about areas of the curriculum taken by specialist teachers
☐ Is there an integration aide employed to work with integration children in their class?
☐ Inform them about the curriculum co-ordinators in the school
☐ Inform Graduate teacher about protocols for staff members working in the school during the last weeks of the holidays. Ensure graduate is comfortable with this process.
☐ Discuss security arrangements for the school.
☐ Inform graduate teacher when staff are expected to return to school to organise classrooms.
☐ Discuss what is happening on the first day – Professional Development/Planning/Preparation of classrooms.
☐ Inform graduate teacher about the expectations of professional dress for school staff.
☐ Outline the school’s philosophy on school/parent partnership.