Supporting your Graduate Teachers in 2011

Graduate Teachers need to feel sincerely welcomed as they are actively supported and given relevant information regarding the professional learning community within which they now find themselves. A mentor may be the significant person to whom a graduate turns for guidance, however induction is the responsibility of all teachers within the school.

Induction helps to ensure that the graduate teacher can more easily grasp the processes, procedures and aims of the professional learning community, which will in turn boost their confidence and capacity. Effective and appropriate induction supports graduate teachers to learn from and with other teachers within the learning community over a three to five year period.

Mentoring is a professional relationship between an experienced and a graduate teacher. It is a reciprocal partnership through which the experienced teacher not only shares knowledge, skills and information about the profession, but also gains new insights from the enthusiasm, idealism and knowledge of current educational theory offered by the graduate teacher. It creates a unique opportunity for collaboration, reflection, goal achievement and problem solving to enhance and improve professional practice.

How does CEOB Support Graduate Teachers?
A member of the Education Office has been appointed to coordinate the total Induction Program for the Diocese. Education Officers will assume the advisory and support role for the graduate teacher and mentor through regular communication with the induction team. The organisation of in-service and support days for graduates and mentor teachers will be the responsibility of school, Education Office and Victorian Institute of Teaching (VIT). Graduates will be invited to come together for in-services on common professional learning needs, registration requirements and collegiate networking.

To assist graduates and mentor teachers, a handbook for the Diocesan Induction Program has been developed.

Who Benefits?
Graduate teachers participate in effective school based professional support which increases their confidence and enhances the skills they bring to the school.

Students benefit from graduate teachers who are assured and reliable in the school environment.

Mentors contribute to the mentoring programs in the school and ensure and affirm their own professional practice

Teachers share their own practice and gain from the professional practice of colleagues

Schools increase their capacity to attract and retain quality staff and develop a culture of improvement.

What do Graduate Teachers need?
* To be matched with a mentor who is able to support their development in the profession and give them constructive feedback based on collegial reflection and discussion.
* Opportunities to share teaching practice as they are observed by colleagues and in turn observe their teaching.
* Common time to work and meet with mentors in a formal capacity.
* Regular and formal encouraging communication with school Leaders.

What is Effective Induction?
**INDUCTION**
initiating beginning/new teachers into the teaching profession within the Catholic Secondary School, Parish Primary School and the wider Church community of the Ballarat Diocese.

**AIMS TO**
familiarise and support these teachers with all school procedures and policies, the Diocesan Religious Education Program Awakenings, the Victorian Essential Learning Standards (now interwoven with the Australian Curriculum), particular learning programs, resources, the special needs of children, evaluation and assessment models.

**RELIENCES ON** the Principal to ensure that an effective program is provided
- the appointment of a VIT knowledgeable Mentor Teacher(s)
- clear role descriptions for Mentor and PRT
- induction program outline
- year overview eg parent teacher interviews, reporting, camps
- timeline for achieving VIT registration,
- sufficient time release (weekly/block)
- support from all school/parish personnel
- on-going evaluation of induction process
- support from CEO

**LEADS TO**
- quality, professional teachers
- enhanced teaching and learning
- students’ learning and well-being needs being met
- ongoing personal and professional fulfilment
- VIT full registration

Resources
* Induction Booklet (CEO) Available from the Office.
* Induction in Effective Schools (DEECD)

Contacts
Induction and Mentoring contacts at the Catholic Education Office,
Ballarat : adoody@ceoballarat.catholic.edu.au (Secondary)
scrowe@ceoballarat.catholic.edu.au (Primary)

VIT Mentoring Program
Day 1 conducted across the state in February 2011
Day 2 programs will be held in May 2011.

VIT PRT Programs
Will be incorporated into the first sessions of the Diocesan Induction Programs

(Government sessions to be held across the state from and with other teachers within the learning community.

Teachers register online via VIT website for the programs
www.vit.vic.edu.au

A mentor should be a motivated and effective teacher who possesses attributes which will assist in developing a positive relationship with the graduate teacher. They need knowledge, skills and experience and should utilise a variety of strategies in the classroom which ensure appropriate and effective planning, management, student behaviour guidance, relevant and current curriculum design, including assessment strategies. They should be a role model for colleagues who acknowledge and respect them as a professional member of the learning community.

VIT Mentoring Program
Day 1 conducted across the state in February 2011
Day 2 programs will be held in May 2011.

VIT PRT Programs
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(Government sessions to be held across the state during March if CEOB sessions missed)

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