



INDUCTION FOR BEGINNING TEACHERS

The Independent Education Union of Australia believes that the structured and resourced induction of those new to the teaching profession is integral to the quality assurance processes in any school and system.

A more structured approach to a beginning teacher's experience, can be achieved by a better combination of time release and effective mentoring. In "best practice" models, induction roles and responsibilities are clearly outlined and formally linked to professional development and collaborative skill review.

In general, school induction programs should provide a variety of forms of assistance to the beginning teacher.

These should supplement the beginning teacher's background knowledge with information of a specific kind relating to the school and its community. They should also capitalise on the beginning teacher's previous training, and assist him/her to deal in a practical way with classroom management, curriculum planning, teaching method, and other facets such as administration procedures of the beginning teacher's teaching.

Further to this, the IEUA supports clear guidelines and processes established at the system and school levels for inductees. These should include:

- The development and resourcing of an induction program for each beginning teacher
- The designation of a particular staff member as a co-ordinator of induction in the school with appropriate time release

- The establishment of general principles concerning the roles and responsibilities of the inductee and support teacher or mentor
- Access for the inductee and mentor to appropriate professional development activities
- The entitlement of the beginning teacher to a lighter load to ensure appropriate time for consultation and advice
- The provision of adequate time release for both the inductee and any colleague involved in the induction process
- Access for the beginning teacher to counselling services without any reference to professional competence at this entry level point of career
- Organisational information such as school policy, expectations, and with responsibilities made explicit
- Guidance and advice on useful professional development such as teacher unionism, professional associations, in-servicing and other professional learning opportunities
- Regular review of the effectiveness of the induction program

The school should also protect the beginning teacher from unreasonable demands, encourage and respect the beginning teacher's style, and strengthen the beginning teacher's confidence and satisfaction in their work.