

Induction for beginning teachers

Case studies

A network for support

Macquarie Primary School

Macquarie Primary School has a current enrolment of 395 students. There is a strong focus on quality relationships throughout the inclusive learning community.

Macquarie's improvement strategy is focused on building student agency and environmental sustainability, in innovative ways. Teachers at Macquarie focus on the whole child, developing each student as a successful learner, a confident and creative individual, and an active and informed citizen. Macquarie Primary School enjoys close rapport with neighbouring schools and is supported by cross age literacy, physical education and science initiatives at Canberra High School and University of Canberra Senior Secondary College Lake Ginninderra. Teachers at Macquarie engage closely with initial teacher education programs at the University of Canberra.



School sector Government
Location Metropolitan
School type Primary



The most important part about induction is that the new educator has a network around them for support. The induction process identifies who's in their network so that they know who they can turn to when they need different types of support.



Induction approach

Macquarie Primary School's induction program is founded on two core principles: that induction begins with acceptance into initial teacher education, and that no two learners are the same. This applies to both students and adult learners.

There are two streams for induction at Macquarie: one for pre-service teachers, and another for beginning teachers and those new to the school. There is also a strong focus on developing a professional support network.

Macquarie Primary School supports the induction process by providing plans for new educator support and pathways, and reports for pre-service and probation teachers to document conversations about goals and achievements. Formal Professional Pathways meetings with team leaders occur at the beginning, middle and end of each year, to focus on the new teacher as an educator. There are also team meetings that occur on a weekly basis, where newer teachers are able to collaborate and participate in planning.

At Macquarie, induction is a process, not an event.

Teacher clinics

Macquarie Primary School accepts over 200 pre-service teachers per year. Some of these undertake more traditional placements, while others participate in teaching clinics, completing university classes on site. This allows pre-service teachers to put theory into practice immediately, as they design learning sequences and guide students in the school setting. Processes of reflection with teachers at the school take these opportunities further.

Mentoring

Beginning teachers have weekly formal meetings with mentors to discuss goal-setting and professional development planning, reflect on practice, engage with coaching and mentoring, and receive targeted support. Induction and mentoring practices are personalised, based on the individual needs of educators and the context of their work. Mentors provide intentional conversations focused on progressing the mentee from the Graduate to the Proficient Career Stage of the Australian Professional Standards for Teachers, and on collecting evidence to demonstrate this development. Mentees are also supported to provide Standards-based feedback to their mentors on their practice.

Team teaching

New teachers have the opportunity to take part in observations and team teaching is encouraged.

Teacher Inquiry Program

The Teacher Inquiry Program (TIP) leverages the passions and wonderings of beginning teachers, and supports them to align their professional goals and research with the school's strategic plan. Teachers engage in a formal TIP meeting at least once per term with Macquarie's Teaching Research Specialist to establish, monitor and reflect on research plans.



Questions for reflection

1. How might your education setting more closely engage with local universities to induct pre-service teachers into the profession?
2. How might you mitigate some of the challenges faced by pre-service teachers, and beginning teachers in a new education setting?
3. Why is it important to document professional conversations with inductees?
4. How can you build a culture of learning where induction is not an add-on for teachers but just part of the way you operate?

Related resource

Supervising Pre-service Teachers

AITSL's interactive and self-directed online professional learning program is aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise pre-service teachers.



Related resource

Illustration of Practice: Guided professional learning

See how staff at the Australian Science and Mathematics School conduct action research and inquiry as part of their professional learning (Standard 6.3).

