

Induction for beginning teachers

Case studies

Induction to school and community

Baynton West Primary School

Baynton West Primary School was established in 2013, and serves a remote community, Karratha, in the Pilbara. Teachers at Baynton West come from many different regions across Western Australia.

There are approximately 600 students attending the school, including a 14% Indigenous cohort. Students come from diverse language and socio-economic backgrounds.



School sector Government
Location Remote
School type Primary

“ The induction at Baynton West Primary School is very supportive of my wellbeing. Those first few days where I was provided so much information and clarification on the way that Baynton West works, made me confident and comfortable in going about my day to day teaching.



Induction approach

At Baynton West Primary School, no teacher finds themselves in front of a class before their induction has commenced. The induction process begins prior to the start of the school year, and as many new teachers arrive from other regions such as Perth, 1700 kilometres away, it includes elements of Karratha living, community and culture.

Making connections

Personal contact is made by telephone and email before the new inductee arrives at Baynton West, to introduce them to the school culture and community context. The two days immediately prior to school starting are dedicated to meetings with school leaders. Inductees are then grouped into 'year level clusters' who meet weekly. There is also a group specifically dedicated to graduate teachers that meets formally every three weeks, providing each other with peer support around planning, assessment and reporting. The group is led by deputy principals.

New teachers to the school are encouraged to join school committees; particularly recent graduates who bring with them knowledge of current research trends in education. They are also encouraged to monitor their own health and wellbeing in relation to workload, and join social groups and other informal learning opportunities such as TeachMeets, network events and external professional learning.

Classroom observation

Observation is a key part of the mentoring and broader induction process, facilitated through formal classroom observations; informal observations through a culture of open-door classrooms; and learning walks targeting strategies for improvement and developmental goals of inductees. Inductees are also able to access a teacher advocate program provided by the WA Department of Education. This program provides further opportunities for observation, feedback and support for graduates by an independent person outside of the school context, through school visits and phone contact.

Mentoring

Inductees participate in mentoring relationships for goal-setting and reflection on practice both inside and beyond the classroom. The school's distributed leadership model allows mentoring duties to be dispersed widely across the staff, giving mentees access to a range of skills and providing a source of collegial support for mentors. This also allows for the provision of targeted, discipline-specific mentoring. Mentors also have access to additional professional learning to develop their mentoring skills.



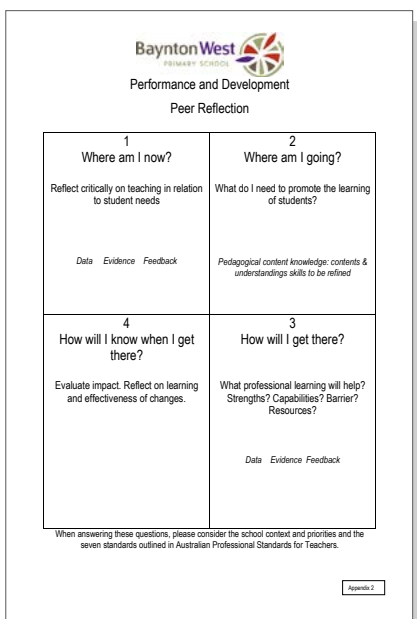
Questions for reflection

1. What strategies could you use to integrate graduates into a new community and education setting?
2. What opportunities are there in your education setting for beginning teachers to participate in, or lead, learning for others?
3. How can you strengthen the role your school leadership team plays in supporting mentors?
4. What information or support could you provide to your new graduates before they formally start working?

School documents

Performance and development peer reflection template

Baynton West Primary School use a peer reflection template to support performance and development.



The template is a peer reflection form for Baynton West Primary Schools. It is titled 'Performance and Development Peer Reflection'. It contains four numbered questions in a 2x2 grid:

1 Where am I now? Reflect critically on teaching in relation to student needs Data Evidence Feedback	2 Where am I going? What do I need to promote the learning of students? Pedagogical content knowledge, contents & understandings skills to be refined
4 How will I know when I get there? Evaluate impact. Reflect on learning and effectiveness of changes.	3 How will I get there? What professional learning will help? Strengths? Capabilities? Barrier? Resources? Data Evidence Feedback

When answering these questions, please consider the school context and priorities and the seven standards outlined in Australian Professional Standards for Teachers.

Appendix 2

Related resources

Illustration of Practice: Yarn meeting

See how John Warby Public School engages with Indigenous parents in a Yarn meeting to discuss upcoming events and supports for the Indigenous parent community and their children (Standard 7.4).

