

Induction for beginning teachers

Case studies

Transitioning to Proficient

Malvern Central School

Malvern Central School has a current enrolment of 435 students. Malvern provides flexible learning spaces complemented by a broad range of technology available for students. The leadership team comprises principal class and level leaders who work together through a distributed leadership model to enable and empower all staff to improve student achievement outcomes. Teachers at Malvern Central School work collaboratively to support personalised learning for all students through provision of a differentiated curriculum.

The school draws on principles from the research and study of positive psychology, which encompasses character strengths and appreciative inquiry. Student voice and agency is drawn from a newly implemented student leadership model of Junior School Council which largely mirrors the school council's structure and processes.



School sector Government
Location Metropolitan
School type Primary



Watching my mentor teach made me reflect on what I do as a professional or what I could be doing... after lessons we have professional conversations and reflect on each other's teaching practices.



Induction approach

The strong learning culture at Malvern Central School means that induction for beginning teachers is not an 'add on' but rather just part of the ongoing business of the school. Beginning teachers are highly valued at Malvern, bringing with them new knowledge and ideas that all staff can benefit from.

Early career teachers receive an hour's release time per week to work on their Victorian Institute of Teaching (VIT) registration activities, to observe a colleague teaching, or undertake other professional learning. Professional learning aligned to the school plan is scheduled weekly and focuses on literacy, numeracy and new pedagogies.

Flexible learning spaces

Induction processes at Malvern are centred around flexible learning spaces. These spaces allow for team teaching experiences, and moment-by-moment mentoring. New teachers are supported to observe more experienced teachers' lessons, and to reflect on the practices they've seen. Likewise, mentors reflect on what they are modelling to mentees. Mentors and mentees often plan lessons together, as they use the flexible learning spaces to team teach.

Mentoring

The mentoring program at Malvern Central School supports multiple perspectives and solutions to problems of practice by providing opportunities for observation and feedback from teachers from other schools, and year level team-based mentoring. In this way, graduate teachers are also able to see that even the more experienced teachers face challenges in their classrooms. The flexible learning spaces allow mentees to be in constant contact with their mentors, in addition to weekly formal meetings.

Leadership at Malvern Central School is distributed, so responsibilities for the learning and development of others are dispersed throughout the staff. Mentors also receive specific training through VIT. Their two day Effective Mentoring Training Program has been designed to equip teacher mentors with effective peer mentoring and coaching practices to help them support Provisionally Registered Teachers and guide them through the registration process.

Classroom observation

Observations are typically targeted towards specific development goals. These goals are set in performance and development meetings between the mentor and mentee, with reference to the Australian Professional Standards for Teachers.

Preparation for registration

Graduate teachers are provided with time in their schedules to prepare for full registration with VIT. The school supports them in their application in weekly meetings where they are provided with exemplars from past graduates, including videos, portfolios, and presentations by recently registered teachers. The graduates also receive guidance from school leadership and experienced teachers.



Questions for reflection

1. How does your education setting support recent graduates in their journey to full registration?
2. What could you improve in your induction approach so that beginning teachers progress from the Graduate to the Proficient career stage efficiently and effectively?
3. How can you support mentors in reflecting and improving on the practices they are modelling?
4. How can you build and maintain a culture of learning where growth and development are integrated into practice and not seen as an 'add on'?

Related resources

Documentary evidence examples at the Proficient career stage

This document provides detailed information regarding ways of evidencing the Australian Professional Standards for Teachers at the Proficient Career Stage.

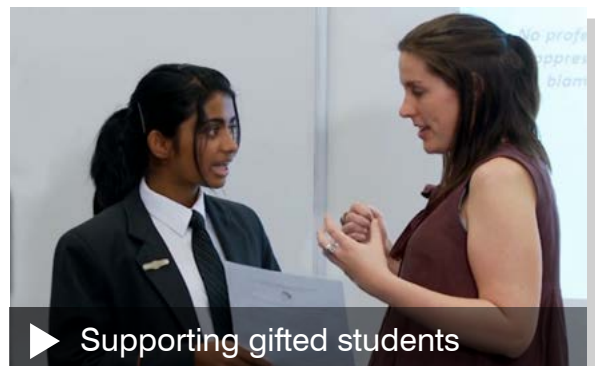
Evidence mapping to descriptors: Proficient career stage

STANDARD 1: Know students and how they learn	Knowledge 1	Knowledge 2	Knowledge 3	Knowledge 4	Knowledge 5	Knowledge 6	Knowledge 7	Knowledge 8	Knowledge 9	Knowledge 10
1.1 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.										
1.2 Structure teaching programs using research and collegial advice about how students learn.										
1.3 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.										
1.4 Design and implement effective teaching strategies that are responsive to the local community and culture using linguistic background and histories of Aboriginal and Torres Strait Islander students.										
1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.										
1.6 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.										

Related resource

Illustration of Practice: Supporting gifted students

A mentor teacher at MacRobertson Girls' High School reflects on the graduate teacher's performance during her practicum, and the ways in which she engaged her students and delivered the content (Standard 4.1).



Supporting gifted students