

Teacher Induction Guide

(A resource for first year teachers and teachers new to a school)



Brisbane Catholic Education

teaching • challenging • transforming

REVISED EDITION

'A teacher is not something one becomes but rather something one is constantly becoming.'

Darling-Hammond, 2006

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PURPOSE OF TEACHER INDUCTION GUIDE

This resource is designed to provide guidelines and support for the induction of Early Career Teachers (ECT) and teachers new to school into the local Catholic school within the wider community of the Archdiocese of Brisbane. Throughout this document the term ECT will be utilised for ease of use however the concepts and processes apply equally to teachers new to a school.

The school community has a responsibility for the wellbeing of all its members. In a Catholic environment a welcoming community should be the staff member's first and lasting impression, with each member having a significant role to play.

This Induction Guide is intended primarily for use by the Principal, the Buddy Teacher, the Mentor, other support personnel and the ECT as a practical resource during the initial phases of a teacher's career. It should be made available to the ECT on appointment.

Brisbane Catholic Education's (BCE) Induction program is influenced by five key elements:

Welcome	<i>An ongoing and presumed invitation for the ECT to participate inclusively in all activities and groups of the school and parish community.</i>
Inspiration	<i>The ECT should be inspired by collegial example to live their vocation; promoting Catholic ideals while ensuring the physical, spiritual, emotional and academic needs of each student are considered.</i>
Support	<i>Ongoing and sustained support and care for the ECT is evident and comes from all members of the community in all phases of induction.</i>
Education	<i>Life long learning is essential for the ongoing development of all staff in education. Learning and sharing of practice is critical to the growth of the ECT and their colleagues.</i>
Reflection	<i>It is in reflecting that teachers grow and develop both personally and professionally. Actions require time for reflection to ensure optimal learning.</i>

The **WISER** approach should be evident in each of four key phases:



This resource is designed to be used in conjunction with other Brisbane Catholic Education policy and procedural documents and those specific to individual schools.

PURPOSE OF INDUCTION

Induction is just one part of the overall process of professional learning undertaken by teachers. Induction of the ECT to BCE has these basic purposes:

1. Assist the ECT to understand the mission and vision of the Catholic Church and the vocational nature of teaching
2. Welcome the ECT to the unique ethos and culture of their school community
3. Support the ECT's transition into teaching
4. Further develop skills as a teacher to maximise impact on student achievement
5. Provide opportunities for reflection, collaboration and feedback
6. Ensure personal and professional support for the ECT at a school and system level

TEACHING IN A CATHOLIC SCHOOL, ARCHDIOCESE OF BRISBANE

In accepting the invitation to teach in a Catholic school, the teacher recognises the rights, responsibilities, privileges and accountability that belonging to a community implies. The teacher commits himself/herself to the Vision for Catholic Education within the Archdiocese and to the values of the Catholic Community. Therefore, the teacher accepts the call to vocation.

The teacher in a Catholic school commits to personal and professional standards consistent with those fundamental to Brisbane Catholic Education. These standards include but always transcend competence. The core standards, beliefs, values and commitments constitute the professional ideal towards which teachers continually strive.

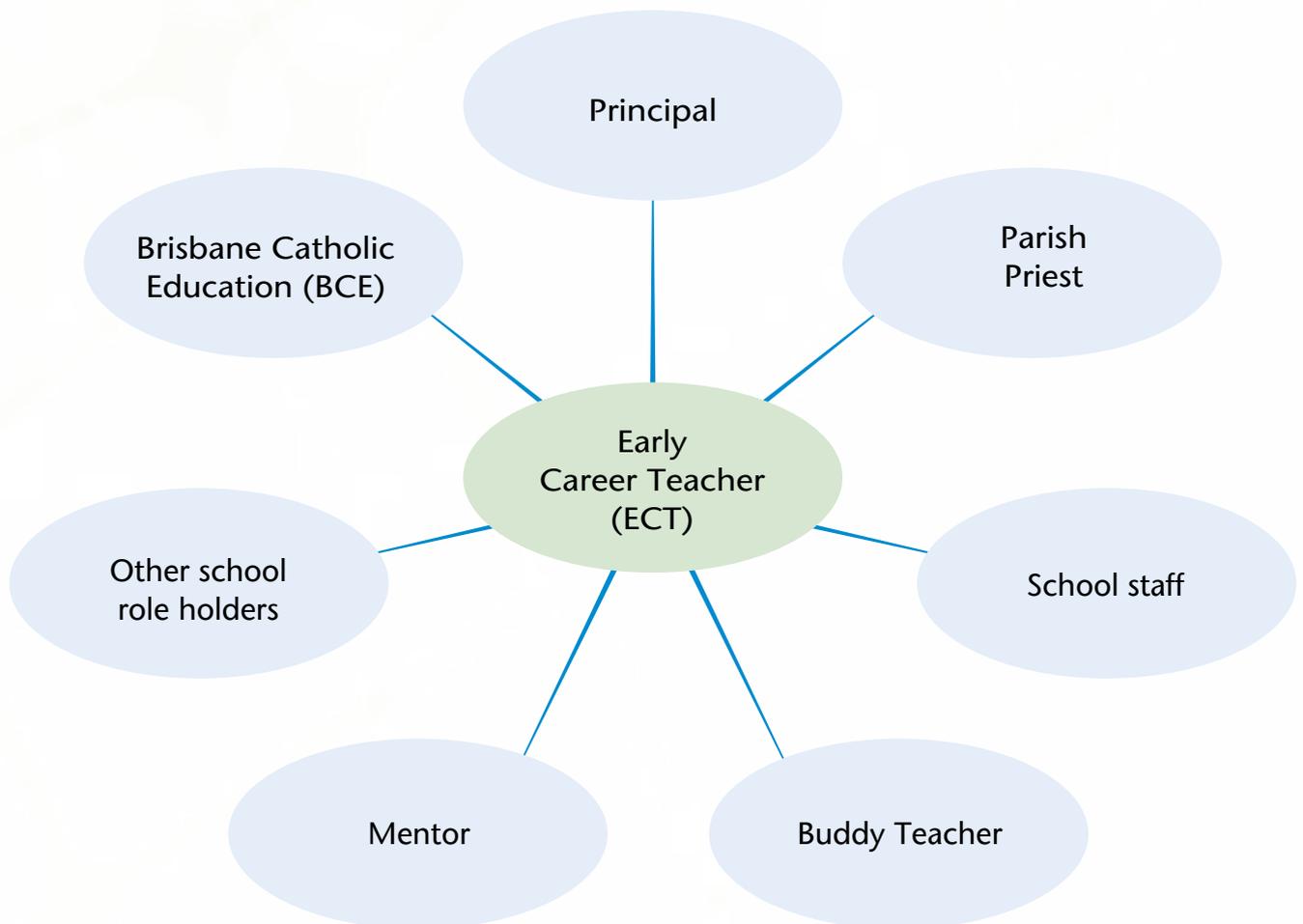
The work of the teacher will be consistent with the Archdiocesan Vision Statement for Catholic Education; Catholic teachings, principles and values; the School's Mission Statement and Strategic Renewal Plan, the Brisbane Catholic Education Code of Conduct for Employees and published policies and practices. These documents can be found: <https://kweb.bne.catholic.edu.au>



ROLES AND RESPONSIBILITIES

The induction of the ECT is a shared responsibility of all members of the school community. Ideally the Principal should lead a team approach to Induction. Using this model, it would be appropriate to involve several school role holders including but not limited to the Deputy Principal, Assistant Principal, APRE, Teacher Librarian, ST:IE and Curriculum Leader.

The Shared Responsibility for Induction of the Early Career Teacher



Refer to Additional Resource 1, page 36.

Role of the Principal

The Principal has ultimate responsibility for the Induction Program provided to the ECT.

This program encompasses induction to the tradition of Catholic schooling as well as induction to the individual school within Brisbane Catholic Education. It is in the first year, and especially the first weeks as a teacher that the basis of the ECT's continued development in the profession is established. The Principal should ensure that the Induction Program caters for the present needs of the ECT in addition to directions for future growth and development. This includes ensuring the ECT receives the support, advice and guidance needed to successfully transition to full registration with the Queensland College of Teachers (QCT).

Depending on the size and complexity of the school, responsibility for the induction of the ECT may be delegated by the Principal to other members of the Leadership Team. It is essential that ECT induction is a structured and sustained program. It is strongly recommended that a timeline of regular meetings is established and communicated to the ECT and relevant staff. This conveys that induction has a significant priority in the school and that as a Catholic community; everybody has a role to play. Regular meetings should continue, at least, until the ECT attains full teacher registration through QCT.

The Principal should nominate a Buddy Teacher as soon as possible after the appointment of the ECT.

Role of the Early Career Teacher

The ECT will work closely with colleagues, accepting the support and guidance offered, proactively seeking assistance and striving for excellence in their vocation.

To assist in understanding the role and responsibilities of a teacher in Catholic schools within the Archdiocese of Brisbane, the ECT needs to be familiar with the BCE Teacher Role Description document and the Australian Professional Standards for Teachers.

Role of the Buddy Teacher

The Buddy Teacher supports the ECT to gain skills required for immediate job performance with a focus on settling in and specific answers to practical matters. This teacher becomes the ECT's 'go to' person for clarification of day-to-day issues.

Role of the Mentor

The ECT nominates a Mentor following discussion with the Principal/Delegate. Ideally the Mentor has undertaken formal training through the BCE recognised program and is committed to its ideals. The Mentor and the ECT work collaboratively to determine the focus of this support.

Role of the Parish Priest

The Parish Priest provides pastoral leadership for the school community. As such, it is important that the Parish Priest and the ECT have the opportunity to meet prior to commencement of duties.

PHASES OF THE SCHOOL INDUCTION PROGRAM

The four phases of the Induction Program include key responsibilities and suggested timelines to support the ECT. The length of an Induction Program varies depending on the nature of the ECT's employment conditions and the complexity of their role. Typically, the **Welcome** and **Starting Out** phases will occur prior to school commencing and continue throughout Term 1 and Term 2. When the ECT is feeling more settled, focus moves to the **Settling In** and **Looking Ahead** phases. It is important to remember that ECTs may move through the phases at different rates however, the structured support that is provided during the first three years in the teaching profession is a key component in the lifelong learning of the individual teacher.



1 WELCOME

This is an opportunity to formally welcome the ECT into the Catholic school community.

Timeframe – before school commences & Term 1

Key personnel: Principal/ Delegate, ECT, Buddy Teacher, Parish Priest, other school role holders



2 STARTING OUT

The ECT will become acquainted and familiar with the culture of the school community and the roles and responsibilities of themselves and others. The development of a positive relationship between the ECT and all staff will enhance the process. The immediate concerns of the ECT will be addressed during the Starting Out phase. Opportunities will be provided for ECTs to reflect upon successes and challenges.

Timeframe – before school commences & First Semester

Key personnel: Principal/Delegate, ECT, Buddy Teacher, other school role holders



4 LOOKING AHEAD

This phase focuses on the ECT as a professional and includes attention to: reflection and goal setting, professional practice and learning, professional feedback and review. The ECT uses feedback and reflection from their practice and the Induction Program to inform future growth as they strive for vocational excellence.

Timeframe – Second Semester

Key personnel: Principal/Delegate, ECT, Mentor, Buddy Teacher, other school role holders



3 SETTLING IN

As the ECT becomes more familiar with their role and their school culture, they should be given the opportunity to work with a Mentor. The Mentor and the ECT work collaboratively to identify required support and to determine areas for further growth and development.

Timeframe – First and Second Semester

Key personnel: Principal/Delegate, ECT, Mentor, Buddy Teacher, other school role holders



PHASE 1. WELCOME

CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
TIME FRAME: ON APPOINTMENT		
<ul style="list-style-type: none">• Mail letter of congratulations and welcome including school location, parking details, contact details (including school website), this document and an invitation to visit the school for an Orientation session.	<input type="checkbox"/>	
<p>Organise coordination of the Welcome Pack. This may include the following:</p> <ul style="list-style-type: none">• Vision and Mission Statement• History of the school (parish, school logo and charism, leadership structure, religious life of the school etc)• Code of Conduct• School Handbook• Employee Assistance Program brochure (EAP)• School map• Staff photo• List of staff roles• Staff room procedures• Staff social club information and costs• School timetables/rosters• Class lists• Staff dress code• Student book list• Student diary• School calendar• School hours (class times, breaks, etc.)• Yearbook• Staff meetings (when and where)• First day checklist (Additional Resource 2)• Reflection Journal• School promotional materials eg: pencils, mugs, lanyard	<input type="checkbox"/>	
<ul style="list-style-type: none">• Ensure the ECT has Provisional Registration from QCT	<input type="checkbox"/>	

CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
<ul style="list-style-type: none"> • Appoint the Buddy Teacher i.e. could be teaching on the same year level, and/or within the same learning area or be physically close to where the ECT will be located. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Promote Orientation session to staff and wider school community. Explain team approach to induction using 'WISER.' 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Invite the Parish Priest to meet the ECT. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Allocate responsibility for Orientation session and Induction Programs. • Invite Buddy Teacher and other key personnel to participate in the Orientation. This may be simply to join ECT for morning tea or to lead a part of the Orientation. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Add ECT to email distribution lists, staff circulars etc. Initiate new employee service requirements (BCE login, payroll, contract, etc.). 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Order name badge, duty vest and other school specific requirements. 	<input type="checkbox"/>	
<p>Other school specific items: Eg. Schedule for Professional Development and Planning Days</p>	<input type="checkbox"/>	

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PHASE 2. STARTING OUT

Principals are expected to organise an Orientation session for the ECT. This may take the form of a single meeting or possibly a day prior to school commencing. (It may be appropriate to include all staff new to the school in this session.)

ORIENTATION CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
TIME FRAME: BEFORE SCHOOL COMMENCES		
<ul style="list-style-type: none"> • Ensure ECT has met Leadership Team members and is aware of the supervisor to whom they will report. • Where possible introduce ECT to all school staff (including office personnel, Buddy Teacher, Teaching team, Teacher Librarian, ST:IE, Sport Coordinator, Curriculum Leader. • Explain the difference between the 'Buddy' and 'Mentor' roles. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Conduct school and a parish tour (where appropriate). Provide a map for ECT to mark appropriate landmarks. • Introduce ECT to the Parish Priest and parish staff • Show ECT staff car parking area • Visit staffroom and toilets • Point out any areas particularly relevant to the ECT. eg: eating/play areas for class, assembly points. • Show classroom/s and explain process for obtaining additional furniture and stationery • Discuss holiday access arrangements and alarm processes 	<input type="checkbox"/>	



ORIENTATION CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
<ul style="list-style-type: none"> • Brief discussion on reference material in the Welcome Pack including:- <ul style="list-style-type: none"> - Vision and Mission of the school - History of the school (parish, charism, school structure and profile) - Staff roles (Leadership Team & key staff) - Staff social club information and costs - School timetables/rosters - Class lists - Booklists - School calendar, including regular staff gathering times for prayers, social events, meetings - First day checklist - School hours (class times, breaks, etc.) - Reflection Journal* <p><i>*Provide ECT with journal as a tool for; note taking throughout Induction, observations when visiting other classrooms, follow-up tasks and reflection purposes.</i></p>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Confirm Provisional Registration requirements (QCT) have been met. • Confirm contracts and personal medical and contact details are issued/have been completed in WSS. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Issue staff devices, key/security code, name badge and other items (e.g. school prayer). 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Explain upcoming Professional Days; date, time, agenda, venue, parking, dress code, provisions for lunch. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discuss staff dress code with reference to policy. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Share process for alerting the school when ECT is unable to attend work or needs to leave the grounds during school hours. 	<input type="checkbox"/>	

ORIENTATION CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
<ul style="list-style-type: none"> • Ensure ECT has student booklists and has access to required student materials. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Ensure ECT has access to relevant course programs, courses of study, curriculum plans. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Refer to class list/s and explain any significant medical/legal/special needs of students. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Explain to ECT where they can find data on students eg. Student files, portfolios, Business Intelligence Tool. (Where appropriate provide ECT with a sample retrieval chart for collection of anecdotal data on students. Additional Resource 3) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Explain process for using photocopier and access to electronic services esp., school portal, email, e-Minerva. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Explain school specific procedures and expectations for the first day/week. • Discuss the school policy regarding parent volunteers in the classroom 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Buddy Teacher could be given time to meet with ECT to explain their role. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Teaching team/subject co-ordinator could be given time to meet ECT and organise times to meet before school commences. 	<input type="checkbox"/>	

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On completion of the **Orientation session** the ECT may like to confirm they can answer the following questions.

ORIENTATION CHECKLIST FOR ECT	✓	NOTES
TIME FRAME: BEFORE SCHOOL COMMENCES		
<ul style="list-style-type: none"> • Have I received the 'Welcome Pack' including journal? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have I had a school and parish tour? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have I organised my provisional registration with QCT? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • What documents/contracts am I expected to sign in confirmation of my employment offer? • Have I received and completed these documents? • Have I informed my Principal of relevant medical and contact details? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • What date/time should I arrive on the Professional Development days? • Is there an agenda available for the Professional Development days? Do I know the venue, parking, dress expectations and lunch provisions? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Where should I park on the first day/school term? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Can I visit/access my classroom before the Professional Development days? Do I require a key/passcode? What happens if I set off an alarm? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Who is my supervisor? Should I make contact with them prior to the first Professional Development day? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • The name of my Buddy Teacher is: 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have I received my keys/security code and my name badge? 	<input type="checkbox"/>	

ORIENTATION CHECKLIST FOR ECT	✓	NOTES
<ul style="list-style-type: none"> • What do I need to do to ensure BCE login, email, payroll information, etc. are ready to access? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have I been shown how to access photocopier electronic services (e.g. email, eMinerva, school Portal)? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • If I am unable to attend school who should I contact? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • What do I do if I need to leave the grounds during school hours? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • <i>Primary:</i> • Will I have a teaching partner? Class list? Do I need to ensure there are sufficient resources for the group? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • <i>Secondary and Primary:</i> • When will I receive my timetables, class list, duty rosters? Where will I access required student materials? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I aware of school procedures for staff, students and parents for the first day/week? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Do I know where to obtain any data on the students in my class(es)? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I aware of students with medical/legal/special needs in my class(es)? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I aware of the school policy regarding parent volunteers in the classroom? 	<input type="checkbox"/>	
<p>Note any relevant information from your discussions with:</p> <p><i>Parish Priest and parish staff:</i></p>	<input type="checkbox"/>	
<p><i>Deputy Principal:</i></p>	<input type="checkbox"/>	
<p><i>Assistant Principal:</i></p>	<input type="checkbox"/>	

ORIENTATION CHECKLIST FOR ECT	✓	NOTES
<i>Assistant Principal Religious Education:</i>	<input type="checkbox"/>	
<i>Curriculum Leader:</i>	<input type="checkbox"/>	
<i>ST:IE:</i>	<input type="checkbox"/>	
<i>Teacher Librarian</i>	<input type="checkbox"/>	
<i>Sport Coordinator</i>	<input type="checkbox"/>	
<i>Buddy Teacher</i>	<input type="checkbox"/>	
<i>Teaching Team</i>	<input type="checkbox"/>	
Other school specific items:	<input type="checkbox"/>	

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ORIENTATION CHECKLIST FOR BUDDY TEACHER	✓	NOTES
TIME FRAME: BEFORE SCHOOL COMMENCES		
<ul style="list-style-type: none"> Welcome ECT and assure them you are available to answer any questions. If applicable, provide contact details (i.e. phone or email) that they could use prior to school commencing. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Invite the ECT to any gatherings of your teaching team before school officially commences. Otherwise, confirm the meeting place for the first day of school. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Refer to 'Checklist for ECT' and provide information as required. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Other school specific items: 	<input type="checkbox"/>	

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During the first few weeks plan for brief daily contact with the ECT. Provide an opportunity for constructive and affirming feedback in addition to regular, open dialogue. Be aware of ECT’s wellbeing.

Revise with all staff the team approach to induction using ‘WISER’. As a reminder discuss roles and responsibilities of key personnel with whom the ECT will work. Delegate particular aspects of induction to those who can offer specific support.

At this time the Principal/Delegate may like to organise a welcome event/blessing for ECT and other new staff.

Regular meetings will need to be scheduled to address the following areas...

STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
TIME FRAME: THE FIRST FEW WEEKS			
Explain <ul style="list-style-type: none"> • General Guide to Legal Responsibilities (Additional Resource 4) • Duty of Care • Code of Conduct (inc Professional relationships with students, staff, parents both online and offline.) • Student Protection • ICT Acceptable Use Policy • Work Health and Safety (Refer to Employee Services portal.) 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Walk ECT around duty areas, paying attention to specific areas, boundaries and rules of play. • Discuss importance of constant moving and vigilance to ensure duty of care. • Address importance of sun protection and ‘blind spots’ of the duty area. • Discuss school expectations around supervision of eating. 		<input type="checkbox"/>	

STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
<ul style="list-style-type: none"> • Confirm the ECT has the necessary classroom resources including furniture, stationery, resources related to the subjects taught, computer access, BCE Portal and necessary passwords. • Discuss process for accessing and budgeting for additional supplies 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Use the school calendar to assist ECT to schedule events in personal calendar (eg: meetings, excursions, reports and reporting schedule, parent teacher interviews). Note rostered tasks such as staff prayer, assemblies and masses. • Explain events/activities ECT is expected to attend eg. P&F events, school fair, masses, staff prayer 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Outline the school's communication policy and the importance of reading the Executive Director's weekly message, checking pigeon hole, noticeboards, staff portal, school newsletter and other important periodic communication. • Discuss the school protocols when communicating with other staff eg. how to access/create daily notices, emails, P.A system, use of mobiles) • Confirm that the ECT has been added to all appropriate staff circulars, email distribution lists etc. • Discuss school expectations regarding the use of mobile phones/email and social media during work hours • Discuss formal communication with Parents- reports, interviews, written communication expectations (eg: letters, emails, blogs, website, parent portal). 		<input type="checkbox"/>	

STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
<ul style="list-style-type: none"> • Explain school communication policy as it applies to parents and students including the use of social media. • Help ECT write initial welcome letter to parents to introduce self, advise preferred contact method and invite attendance at Parent Information session(s). • Discuss managing challenging situations with regards to parent communication, referring to school policies for resolution of issues (Additional Resource 5) • Assist ECT to plan Parent Information session(s). 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Visit ECT's classroom regularly. Use these times to observe, model, reinforce and affirm implementation of school practices. (Eg: Greeting protocols, processes for moving around the classroom/school, collecting materials, getting the teacher's attention, seeking help etc) 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discuss, model and observe behaviour strategies (Eg: Consistent use of cues, explicit instructions for lining up, walking to the church, wishing to speak etc) 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discuss using voice effectively. (Additional Resource 6) 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discuss emerging student needs/behaviour that may now be apparent to ECT • Discuss other ways to record anecdotal data on daily student observations. 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discuss other support personnel/staff who may be able to provide additional information on students. 		<input type="checkbox"/>	

STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
<ul style="list-style-type: none"> • Discuss Student Behaviour Support Policy; including processes for reporting and recording behaviour incidents and communicating with parents. 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discuss Protocols and access to confidential student records including medical, academic and family records • Discuss Electronic Access: (Refer to Information Services portal), ICT network • Explain use of eMinerva - attendance records and late to school procedures • Explain use of KWeb and iLearn • Ensure ECT knows how to use WSS to log leave requests • Discuss risk management, security of belongings, personal property liability, personal injury processes • Discuss school and classroom security and cleaning (including rubbish disposal) • Discuss lockdown/evacuation process according to the ECT role and location in the school. • Identify first point of contact in case of a classroom/playground emergency. • Discuss assemblies and whole school gatherings • Explain school policies and procedures (Eg: homework, excursion planning, sports events, OSHC, evacuation/lockdown procedures, etc.) • Discuss staff use of tuckshop • Discuss planning and preparation time expectations • Discuss planning for relief teachers 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discuss the School Renewal Plan and provide a brief overview of the annual school goals 		<input type="checkbox"/>	

STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
<ul style="list-style-type: none"> • Explain school goal setting process with reference to <u>The Australian Professional Standards for Teachers (APST)</u> • Provide time for ECT to articulate professional goals following school process (Additional Resource 7) 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Provide time for APRE to share with ECT: <ul style="list-style-type: none"> - The school's unique story, charism, values/spirituality programs - Expectations regarding specific prayer and meditation rituals, classroom prayer, staff prayer, liturgies and Masses (Refer to Ways to Pray Calendar) - Relationship with the Parish 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Consider sharing Little did we dream: a brief history of Brisbane Catholic Education. 2nd Edition. (2012). Available online or from ResourceLink. This will provide some background information on the development of Catholic education in Brisbane. 		<input type="checkbox"/>	



STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
<ul style="list-style-type: none"> • Work with Curriculum Leader to discuss: <ul style="list-style-type: none"> - School Vision for Learning and Teaching - BCE Learning and Teaching Framework - BCE Model of Pedagogy (Refer to Learning and Teaching portal) - Access to curriculum/syllabus documents and subject/unit plans - Expectations of planning for learning and teaching (eg. planning collaboratively, school template, when to submit timetable and planning) - Discuss the importance of using a wide range of teaching strategies that are responsive to student needs, student voice and feedback. Provide examples and model where needed. - Outline school specific assessment policies and expectations including the importance of using a variety of assessment tools and procedures for late/non-submission. - Discuss school based assessment such as Pat M, Pat R, and outline when these need to be completed. - Explain school specific reporting policies, procedures and timelines. 		<input type="checkbox"/>	



STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
<ul style="list-style-type: none"> Organise times for training in school specific programs the ECT may require eg 1:1 programs. 		<input type="checkbox"/>	
<ul style="list-style-type: none"> Assist ECT to create school endorsed online programs including LIFE, Sharepoint, My Site. 		<input type="checkbox"/>	
<ul style="list-style-type: none"> Organise ST:IE to explain concern about a learner' process and share relevant resources. Discuss individual student resource requests. 		<input type="checkbox"/>	
<ul style="list-style-type: none"> Organise TL to explain borrowing procedures and processes for booking shared spaces (computer/library/meeting rooms etc). 		<input type="checkbox"/>	
<ul style="list-style-type: none"> Discuss procedure for borrowing subject specific resources. 		<input type="checkbox"/>	
<ul style="list-style-type: none"> Explain use and care of resources such as phone, laminators, photocopiers, printers. Detail copyright, budgets and other issues, (Eg: Who can laminate and when?). 		<input type="checkbox"/>	



STARTING OUT CHECKLIST FOR PRINCIPAL/DELEGATE	WHO	✓	NOTES
<ul style="list-style-type: none"> • Discuss teacher wellbeing with the ECT regularly. • Be mindful of times where ECT may require additional support. • Discuss Employee Assistance Program (EAP). • Refer to resource from QCT where appropriate QCT Teacher Wellbeing • Questions to ask the ECT: Are you..... <ul style="list-style-type: none"> • Seeking a balance in sleeping, relaxing and working? • Managing the expectations of yourself and others? • Eating in healthy ways? • Drinking water and exercising regularly? • Praying and meditating regularly? • Mindful in your daily activity? • Writing in your journal? • Spending quality time with family and friends? • Aware of your support people, both in and out of school? 		<input type="checkbox"/>	
<ul style="list-style-type: none"> • Other school specific items: • 		<input type="checkbox"/>	

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On completion of the **Starting Out** phase the ECT may like to confirm they can answer the following questions.

STARTING OUT CHECKLIST FOR ECT	✓	NOTES
TIME FRAME: THE FIRST FEW WEEKS		
<ul style="list-style-type: none"> Am I reading the Executive Director's weekly email message, checking my pigeon hole, noticeboards, staff portal, school newsletter and other important periodic communication? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Am I fully aware of the duty of care I have for students in the classroom and on the playground? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Am I confident in recording student attendance data? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Am I aware of the types of data I should be collecting about students and their learning? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> What are my school's expectations regarding the planning? Can I access curriculum/syllabus documents and subject/unit plans? When do I need to submit my timetable/planning? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> What do I do if I become ill or injured at school? Do I know how to record my leave request using WSS? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> What do I need to do to ensure security of my classroom and school? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Will the furniture in my room cater for the diverse needs of students? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> With whom can I meet to get extra support/information about students? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> What are the expectations regarding prayer and meditation in the school? 	<input type="checkbox"/>	

STARTING OUT CHECKLIST FOR ECT	✓	NOTES
<ul style="list-style-type: none"> • How well organised am I for the day? • How am I storing a variety of electronic and hard copy files? (Additional Resource 8) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Do I have copies of timetables, meeting dates and calendar of school events? Have I diarised any rostered tasks such as staff prayer, assembly, masses? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Will there be a parent information evening? What role will I play? How will this be communicated? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • When are the parent/teacher interviews/meetings scheduled? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • When do written reports have to be completed? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • What events/activities are staff expected to attend? (Eg: P&F events, school fair, Masses, staff prayer) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • What is the school policy for students entering/leaving my classroom? Arriving or departing early/late? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • What are the rules relating to the playground? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I aware of the emergency evacuation and lock down alert tone and procedure? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • In the event of an emergency in the playground or my classroom, who is my first point of contact? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • What is the school-wide procedure for reporting and recording behaviour incidents and communicating with parents? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Is there an in-school communication system and what are the protocols? 	<input type="checkbox"/>	

STARTING OUT CHECKLIST FOR ECT	✓	NOTES
<ul style="list-style-type: none"> How do I access/create daily notices? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> What is the school assessment policy (including late assessment and non-submission)? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> What are the school protocols related to staff (and student) use of social media and mobile phones? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Have I explicitly taught routines and procedures to students? (Eg: How to line up after breaks, walk to the church etc) 	<input type="checkbox"/>	
<p>Am I...</p> <ul style="list-style-type: none"> Looking after my own wellbeing? Seeking a balance in sleeping, relaxing and working? Managing the expectations of myself and others? Eating in healthy ways? Drinking water and exercising regularly? Praying and meditating regularly? Mindful in my daily activity? Writing in my journal? Spending quality time with family and friends? Aware of my support people, both in and out of school? Aware of the Employee Assistance Program? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Have I received informal feedback from my principal/delegate? Have I discussed my challenges and successes? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Have I set professional goals for the year and discussed these with the principal/delegate? 	<input type="checkbox"/>	

STARTING OUT CHECKLIST FOR ECT	✓	NOTES
<ul style="list-style-type: none"> Where are resources such as stationery and art materials located? Are there any restrictions when accessing these resources? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Where can I access resources relevant to my subject area? (Eg: musical instruments, sporting equipment, laboratory equipment, cameras) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> How does borrowing through the Resource Centre occur? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> How do I book shared spaces (Eg: computer/library/meeting rooms) for my class? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> How do I access the phone, photocopier, P.A, printers, laminator and the internet? Are there any protocols in my use of these? Am I aware of copyright/budget restrictions? 	<input type="checkbox"/>	
Other school specific items:	<input type="checkbox"/>	

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STARTING OUT CHECKLIST FOR BUDDY TEACHER	✓	NOTES
TIME FRAME: THE FIRST FEW WEEKS		
<ul style="list-style-type: none"> Continue to assure ECT that you are available to answer any questions. Weekly, informal check-ins are important. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Be aware of the importance of the invitation in ensuring the ECT is welcomed into the life of the school community. Invite and remind ECT of events such as staff gatherings for prayer, social events and other gatherings staff are expected/invited to attend. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Check in with ECT regarding day to day organisation including electronic and hard copy files (Additional Resources 8) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Be aware of school events such as assemblies, reporting, parent teacher interviews, excursions, masses where the ECT may require your support and guidance. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Refer to 'Checklist for ECT' and provide clarification. 	<input type="checkbox"/>	
Other school specific items:	<input type="checkbox"/>	





PHASE 3. SETTLING IN

As the Induction Program continues it is important to ensure regular meetings are maintained.

In the *Settling In* phase the Mentor is appointed and takes on a critical role. During this phase it is important to ensure that the ECT is provided with regular, specific feedback that is both informal and formal, written and verbal. The ECT should be given numerous opportunities to reflect on and discuss the challenges and successes of their role.

Multiple ongoing opportunities should be provided to enable the ECT to observe other teachers' lessons and strategies. This may include walk-throughs to observe specific teaching elements followed by reflective journaling and a debrief.

During this phase the Principal/Delegate should observe ECT in accordance with requirements of QCT and APST. Support should be offered to develop a professional learning goal/s (Resource 7). Follow up discussions should focus on observed lesson strengths with suggested areas for further development.

Once again revisit teacher wellbeing. Be mindful of times where the ECT may require additional support.

SETTLING IN CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
SUGGESTED TIME FRAME: TERMS 2 AND 3		
<ul style="list-style-type: none"> Revise with all staff the team approach to induction using 'WISER.' 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Discuss Mentoring Program with ECT and collaboratively identify a Mentor. Ensure Mentor and ECT begin meeting (Principal to provide teacher release for initial meetings, where possible). Ensure Mentor and ECT establish shared 'ground rules' for mentoring and identification of needs. Check dates and teacher release arrangements for BCE Mentoring Program. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> APRE assists ECT to prepare for assemblies/liturgies. APRE assists ECT to explore Religious Education Curriculum (Refer to Religious Education portal) 	<input type="checkbox"/>	

SETTLING IN CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
<ul style="list-style-type: none"> Schedule time for ECT to meet with Curriculum Leader to explore curriculum documents in greater detail. Refer to <ul style="list-style-type: none"> - Australian Curriculum, Assessment and Reporting Authority (ACARA) - Queensland Curriculum and Assessment Authority website: QCAA 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Assist ECT to ensure relevant data is gathered for assessment and reporting purposes. Allocate specific sessions to explore BCE's Business Intelligence tool. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Assist ECT to prepare for parent teacher interviews. Following interviews ask ECT to journal and review the learnings from this experience. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Provide ECT with guidelines, time and support to write student reports and comments using the Student Reporting System (SRS). 	<input type="checkbox"/>	



SETTLING IN CHECKLIST FOR PRINCIPAL/DELEGATE	✓	NOTES
<ul style="list-style-type: none"> • Discuss the following as they relate to the ECT's role: <ul style="list-style-type: none"> - BCE Role Description Teacher - Queensland College of Teachers - <i>Requirements of transitioning from Provisional to Full Registration</i> - <i>Continuing Professional Development (CPD) requirements and the need to undertake at least 20 hours per year for full-time teachers, (with reduced requirements for teachers not working full time) of Professional Development'</i> - ECT Professional learning goal/s and the <i>BCE Performance and Development Program</i> - <i>Australian Teacher Performance and Development Framework</i> - <i>Australian Professional Standards for Teachers(APST)</i> - BCE Accreditation Requirements - <i>To Teach in a Catholic School 25 hours per 5 year cycle</i> - <i>To Teach Religion in a Catholic School 25 hours per 5 year cycle</i> - Refer to the BCE Teacher Accreditation Requirements 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Check in with ECT on professional goal setting against The Australian Professional Standards. • Explain school processes for requesting and enrolling in professional learning using iLearn. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • ECT meets with TL to explore additional resources to support learning and teaching including those available in the local area eg. council library, sports venues, community speakers. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Explore networks that ECT can participate in with staff, in the BCE community and in the wider community. This may include online forums. (Additional Resources 9) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Assist ECT to plan an excursion/incursion/camp with an appropriate risk assessment 	<input type="checkbox"/>	



On completion of the **Settling In** phase the ECT may like to confirm they can answer the following questions.

SETTLING IN CHECKLIST FOR ECT	✓	NOTES
<ul style="list-style-type: none"> • Who is my mentor? • When and where will I meet him/her? • Am I familiar with the 'ground rules' for mentoring? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have I worked with the APRE to prepare for assemblies/liturgies? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have I scheduled time to become more familiar with Curriculum documents and resources to support learning and teaching? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Do I understand the process for Parent Teacher interviews? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I confident in undertaking assessment and reporting processes according to school policy? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Do I need further help in: <ul style="list-style-type: none"> - writing report comments? - using SRS? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I aware of the Key Result Areas within the BCE Teacher Role description? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Do I understand what is required to transition to full registration with QCT? • Have I started to think about the evidence I will be required to collect? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I reflecting on my practice against <i>The Australian Professional Standards for Teachers</i>? • Do I regularly reflect on successes and challenges? • Have I asked for support to develop my professional learning goal/s for the year. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I keeping a record of my Continuing Professional Development (CPD) hours on iLearn or in my journal? 	<input type="checkbox"/>	

SETTLING IN CHECKLIST FOR ECT	✓	NOTES
<ul style="list-style-type: none"> Do I know how to enrol for professional learning on iLearn? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Do I know what further accreditation I require to be accredited to teach in a Catholic school and/or teach religion in a Catholic school? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Have I observed other teachers' lessons and strategies? Have I made notes in my journal? Have I implemented and de-briefed about some of the strategies I have observed? Have I been observed in my teaching in accordance with requirements of QCT? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Am I taking care of myself so that I can maintain optimal health? Who can I ask for assistance to help in this area? 	<input type="checkbox"/>	

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PHASE 4. LOOKING AHEAD

The Principal/Delegate and other support networks within and outside the school community remain integral to this phase of Induction. As regular meetings continue between Mentor and ECT the *Looking Ahead* phase is an opportunity for the ECT to ensure that professional practice, performance and procedures are integral and instinctive components in their role as a teacher.

Multiple, ongoing opportunities should be provided for the ECT to observe other teachers' lessons and strategies.

The Principal/Delegate should continue to observe the ECT teaching and assist them to collect the supporting evidence for registration purposes. Where required the Principal/Delegate should identify the areas within the APST that require further development for the ECT to transition to full registration.

Revisit where necessary:

- Classroom management
- Student behaviour support
- Parent communication
- Legal and professional responsibilities
- Assessment and reporting (Once again provide ECT with guidelines, time and support to write student reports and comments using SRS. This is important if the format for each reporting period is different).

The *Looking Ahead* phase highlights the importance of ongoing goal setting and professional learning that relates to school and individual professional goals.

LOOKING AHEAD CHECKLIST FOR THE PRINCIPAL/DELEGATE	DATE	NOTES
<i>SUGGESTED TIME FRAME: TERM 3 AND BEYOND</i>		
<ul style="list-style-type: none">• Discuss the ways in which the ECT can further contribute to the wider school community		
<ul style="list-style-type: none">• Ensure processes and times are in place to provide the ECT with ongoing feedback based on their professional learning goals and the BCE Teacher Role.		
<ul style="list-style-type: none">• Ensure ECT is supported to gather evidence for registration purposes.		

<ul style="list-style-type: none"> • Discuss professional learning pathways 		
<ul style="list-style-type: none"> • Discuss end of year school protocols and processes eg. exam timetables, student graduation procedures, classroom moving procedure, class lists and book lists for the following year 		



On completion of the **Looking Ahead** phase the ECT may like to confirm they can answer the following questions.

LOOKING AHEAD CHECKLIST FOR THE ECT	✓	NOTES
<ul style="list-style-type: none"> • Have I had regular meetings with my Mentor? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have I identified the areas within the APST that may require further development to transition to full registration? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I collecting supporting evidence in preparation for completion of the registration process? • What other evidence and documentation do I still need? 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Am I collecting supporting evidence in relation to progress towards achieving my professional learning goals? 		
<ul style="list-style-type: none"> • Do I require further assistance with: <ul style="list-style-type: none"> - Classroom management - Student behaviour support - Parent communication - Legal and professional responsibilities - Assessment and reporting 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Do I understand my schools expectations for end of year protocols and processes? 	<input type="checkbox"/>	



ADDITIONAL RESOURCES

Resource 1 - Distinctions Between Types of Developmental Relationships

	BUDDY	MENTOR	SUPERVISOR	COACH
Relationship length	Short term but frequent contact especially during induction period	Intermittent but regular contact Length of relationship will vary depending upon needs of mentee	Length depends upon role	Short term
Location	Site specific	May be outside of organisation	Site/role specific	May be outside of organisation
Development spectrum	Focussed on “must knows”, Linked to induction	Inclusive of coaching	May suggest the use of a coach or mentor	May be used as a strategy as a part of a mentoring relationship
Power	May be asked by supervisor to buddy colleague	Voluntary relationship	Has authority or positional power	Not reciprocal, no sharing of self by the coach
Depth	Focus on ‘settling in’ Tells you who’s who, shows you where to put your lunch and what forms to fill in	Relationship orientated Aims to develop independence Focus on the individual Not involved with performance appraisal May share a meal/ coffee as part of this professional relationship	An interdependent relationship Responsible for managing on the job performance and appraisal Depth of relationship often limited by its hierarchical nature	Not about giving advice but asking the right questions, following a structured model
Focus	Practical answers to simple questions	A very broad area of discussion of interest to the mentee	Focus on job performance	A very specific area of discussion Task orientated
Processes	Simple	More sharing of self – stories about families Advocates for mentee, opening up networks May use shadowing, observing, rehearsing, role playing About change and growth – May grow you out of your role in the organisation, grow you in the direction of your dreams	Focus on achievement of organisational objectives	Coaching is about being a reflective partner A close personal relationship with a coach rarely develops. A coach rarely self-discloses. It is not about sharing stories. Coaching is a methodology and a process. A coach does not need to have knowledge about the area in which they are coaching.



Resource 2 - Prior to the First Day

The following may be used by the ECT as a checklist for preparation prior to the first day of school.

Have you:

• prepared name tags/cards for the students (including spares)	<input type="checkbox"/>
• enough desks and chairs (including spares)	<input type="checkbox"/>
• organised and presented the room to make it look inviting	<input type="checkbox"/>
• prepared a seating plan	<input type="checkbox"/>
• prepared a welcome chart	<input type="checkbox"/>
• checked classroom ventilation and lighting	<input type="checkbox"/>
• checked classroom safety	<input type="checkbox"/>
• prepared a program for the day that establishes class rules and routine, welcomes new members to the class, and fosters a sense of community	<input type="checkbox"/>
• collected/made resources to support your program	<input type="checkbox"/>
• checked how to enter daily attendance using eMinerva	<input type="checkbox"/>
• checked student records and noted special needs	<input type="checkbox"/>
• confirmed playground duty roster and wet weather routines	<input type="checkbox"/>
• water and a nutritious lunch ready	<input type="checkbox"/>



Day One Checklist

• Arrive early enough to check required materials and program for the day	<input type="checkbox"/>
• Greet all students and parents, especially those new to the school	<input type="checkbox"/>
• Check students against class list	<input type="checkbox"/>
• Ensure there is an activity for students to do while waiting for class to formally start	<input type="checkbox"/>
• Ensure all students are aware of the location of toilets, taps and allocated playground areas	<input type="checkbox"/>
• Establish basic routines for tidiness, carrying out tasks and behavior, ensuring that the students are aware of expectations	<input type="checkbox"/>
• Allocate students responsibilities for routine tasks	<input type="checkbox"/>
- Material distribution	<input type="checkbox"/>
- Collecting tuckshop orders	<input type="checkbox"/>
- Specific cleaning duties	<input type="checkbox"/>
- Delivering important messages within the school	<input type="checkbox"/>
• Record and file additional information given by parents	<input type="checkbox"/>
• Check student's books and equipment against the book list	<input type="checkbox"/>
• Check students have lunch	<input type="checkbox"/>



Resource 4 - General Guide to Legal Responsibilities

It is not possible to detail all of the legal aspects of a teacher's role in this document. It is important that you discuss your duty of care as a teacher with your Principal. The following issues may guide these discussions as they all have legal implications for teaching practice. In addition to these general guides you should read the school's policies.

1. Teachers have a duty to take reasonable care to avoid harm being suffered by students under their supervision.
2. Students should not be left without teacher supervision. Therefore make sure you are on time for playground supervision, change over and meeting your class before lessons start.
3. Teachers on playground duty have an important role and need to be vigilant and endeavour to avoid distraction. Supervision requires a proactive approach to monitor students by constantly scanning the nominated area for problem behaviours or dangerous activity, moving around the area and / or positioning oneself in a location for optimal visibility of students or higher risk areas.
4. Students should not be released prior to dismissal times or sent outside the school grounds unsupervised.
5. If a potentially dangerous situation develops, teacher response to the situation should be immediate. Your duty of care requires that you intervene wherever you believe that a dangerous situation is developing.
6. If a student, worker or visitor are involved in a health and safety incident at the school or during a school activity and it results in injury, it will be necessary to record the details of that incident. As outlined in the OHS policy: Incident Reporting and Investigation, the severity of the injury shall determine what level of reporting is necessary: Minor injuries are reported in the first aid register; More serious injuries that require intervention of a doctor shall be reported in the WSS incident reporting system; The most serious injuries that require a person to undergo immediate surgery, or to be treated as an inpatient hospital requires immediate notification via phone to the OHS Team who then report to the regulator. A written report shall be kept for injuries that are not minor detailing all the circumstances, and details of all witnesses including minors should be entered in the Accident Register.
7. Student Protection: Teachers have specific responsibilities in this area. An annual mandatory three hour training session in relation to these obligations will be provided by the school. All staff beginning employment in a school must undertake the mandatory 2 hour online student protection training and have completed the training within 4 weeks of commencing employment. On a biennial basis all continuing staff must undertake the mandatory 2 hour online student protection training. In the alternate year all continuing staff must undertake face to face refresher training in student protection delivered through school based professional learning. It is important to consult your principal for further information. The Student Protection Process policy document can be viewed on the Employee Services portal or the link below.

8. Health and Safety: As a worker, Teachers are required to take reasonable care for their own health and safety and that of others that may be affected by their actions or omissions. They must also cooperate with any reasonable instruction and any reasonable policy or procedure of Brisbane Catholic Education to comply with Health and Safety legislation. Teachers should be aware of Brisbane Catholic Education's Health and Safety requirements on the portal and familiarise themselves with policies relevant to their school and role.
9. Pastoral concerns: In matters of pastoral concern e.g. physical, emotional welfare of the student, family law, reference should be made to the Principal who will in turn seek advice from relevant staff at Brisbane Catholic Education.
10. Interviews with individual students should be observable by other teachers or students.
11. Parental permission must be sought for any school activities outside the school grounds. Refer to the school's policy.
12. Behaviour Management: Teachers should be aware that each school has its own behavior management policy and they should familiarise themselves with it.

<http://www.bne.catholic.edu.au/students-parents/Documents/Reporting-Processes.pdf>



Legal responsibilities checklist for ECT

Classroom, bus and playground duties/supervision;	<input type="checkbox"/>
Arrival and departure times (by staff and students);	<input type="checkbox"/>
Maintenance of accurate, daily attendance record (eMinerva);	<input type="checkbox"/>
Reporting own absence (WSS);	<input type="checkbox"/>
Excursions and camps;	<input type="checkbox"/>
Transport of students;	<input type="checkbox"/>
Aspects of student support such as SWPB, withdrawal, restorative practices;	<input type="checkbox"/>
Student access to classrooms;	<input type="checkbox"/>
Safety requirements (work health and safety requirements);	<input type="checkbox"/>
First aid and care of sick students;	<input type="checkbox"/>
Administration of medication;	<input type="checkbox"/>
Identification and awareness of school students with serious medical conditions;	<input type="checkbox"/>
Responding to, recording and reporting accidents involving self and others;	<input type="checkbox"/>
Emergency contact of parents;	<input type="checkbox"/>
Fire and emergency procedures;	<input type="checkbox"/>
Procedure for mandatory notification of child abuse;	<input type="checkbox"/>
Copyright laws;	<input type="checkbox"/>
Private interviews with students;	<input type="checkbox"/>
Family law issues;	<input type="checkbox"/>
Wording used in student records and reports;	<input type="checkbox"/>
Confidentiality of school/student records;	<input type="checkbox"/>
Identification of visitors/volunteers to the school	<input type="checkbox"/>
Privacy of students and parents personal information	<input type="checkbox"/>

Resource 5 - Managing Challenging Situations

It is important to remember that we are role models. At times you will encounter difficult situations which challenge you to remain professional in your communication. Managing difficult conversations can be one of the hardest parts about teaching. Here are some tips to help you resolve difficult situations.

1. Actively listen and be aware of your own agenda
2. Work from common values
3. Be sensitive
4. Keep thorough records
5. Be proactive
6. Give specific examples
7. Don't be put on the spot. Schedule a meeting for a mutually agreeable time.
8. End meetings with people who become confrontational.
9. Expect the best but plan for the worst

Adapted from Doug Fiore and Todd Whitaker (2007) *Dealing With Difficult Parents*

Resource 6 - Using your Voice Effectively

Your voice is crucial to your role as a teacher, and one of your most valuable tools. It is important that you know how to use your voice effectively, and that you take proactive steps to prevent voice strain. Think about whether you use your voice more often than you need to and whether you are using your voice as efficiently as you can. Strategies that you can use to prevent or minimise voice strain include:

- using gesture and other non-vocal signals to gain students' attention
- speaking at a quieter level during certain classroom activities
- speaking to your class only when students are quiet - refuse to speak over any background noise
- considering the layout of your classroom - be mindful to stand in a place in the classroom that will make it easier for students to hear you without straining your voice
- planning the day so that you build in voice rest periods, where you do not need to talk
- drinking water frequently throughout the day
- being conscious of your posture and breathing when speaking (back straight, head up and chin parallel with the ground)
- sipping water, swallowing or yawning whenever you feel the urge to cough or clear your throat
- sucking on a sweet, but avoiding medicated lozenges, which may irritate your throat, consciously suppressing the urge to cough or clear the throat.

Coughing may be a symptom of an acute throat infection. It is important to take particular care of your voice if you have an acute infection by seeking medical advice. A more comprehensive list of strategies to prevent voice strain and reduce any symptoms of voice strain can be found at <http://education.qld.gov.au/health/pdfs/strategies-for-minimising-voice-strain.pdf>

(Department of Education, Training and Employment (2008) *Me, Myself, I*)

Resource 7 - Goal Setting and Professional Learning Plans

Goal Setting

All teachers within BCE are expected to set professional goals aligned with the school/college goals. It is often helpful to use a set process for writing goal/s. A very well established and accepted process is the ISMART¹ goal setting format. **ISMART** goals are; **inspiring, specific, measureable, achievable, results-oriented and time-bound**. It is helpful to word your goal statement carefully. The following sentence stems may be helpful as a guide:

By (*insert the date e.g. the end of term one*),

I am or I have (*insert exactly what you have achieved in active terms e.g. what you are doing or what you have done?*),

so that (*insert the reason for your goal or the thinking behind it*).

Goal example: **By the end of term one, I am** spending 15 minutes at the end of each teaching day reflecting on my daily teaching experience and noting successful strategies, and strategies I need to adjust, **so that** I can develop good practices as a reflective teacher to improve my teaching approaches and improve student learning experiences.

Plan for Success

Identify any support needed to achieve the set goals. Set check-in times and a review date and time with your principal/delegate. Agree what will happen during these review conversations with your principal/delegate.

Professional Learning Plan

A teacher's professional learning plan should include;

- 1) The goals the teacher hopes to achieve,
- 2) When they want to achieve their goals,
- 3) Professional Learning required to support goal achievement,
- 4) Feedback received during the year, and
- 5) Review date and sign off by principal/delegate.

¹ O'Bree, M (2009). *The Leadership Coaching Guide*, Revised 2nd Edition. www.growthcoaching.com.au

Gathering Supportive Data & On-going Feedback

During the year teachers need to request feedback on their teaching practice and on progress with achieving their goals from their principal/delegate and where possible from their peers. Timely, frequent and improvement focused feedback supports teachers' efforts to improve their practice and guides choices about professional learning. It serves as an opportunity for reflection on and revision of performance and development goals.²

From your first week of teaching you will have the opportunity to gather rich data about the effect you have on students. You will begin to develop good skills in monitoring the current status of student understanding, what you have/have not taught well, the strengths and areas for improvement in your teaching and the progress of learning towards the success criteria. This means gathering defensible and dependable evidence from many sources, and holding regular conversations/discussions with students and colleagues about this evidence³.

End of Year Review / Evaluating Your Practice

Even in a context of frequent informal feedback, it is important to create space for a full reflection on your performance as a teacher against all of your performance and development goals, conducted using multiple sources of evidence gathered during the review period. This most often takes the form of a formal performance and development review. Such a review should include the provision of verbal and written feedback that provides a basis for reflection on practice to inform further improvement during the next cycle⁴. A question often asked by experienced teachers is, "How will my reflection on my experience of teaching this year change how I teach next year?" In some schools the process for giving formal end of year feedback may be delegated by the principal to the deputy or assistant principal. End of year reviews are mandatory for all teachers. Use your Professional Learning Plan to record your goal setting, regular feedback and end of year review⁵.

2 Examples of self-reflection tools are available from the BCE website: <https://kweb.bne.catholic.edu.au/ES/PL/Pages/PerformanceandDevelopment.aspx>

3 (Hattie, 2012)

4 <http://www.teacherstandards.aitsl.edu.au/>

5 <https://kweb.bne.catholic.edu.au/ES/PL/Pages/PerformanceandDevelopment.aspx>



Resource 8 - Organisation of Personal Files and Documents

You may wish to have a variety of electronic and hardcopy files. The ECT may also wish to set up a similar folder structure for email correspondence.

Electronic documents are those you would store on the hard drive e.g.

Religious Education	<input type="checkbox"/>
Learning & Teaching/Effective teaching ideas and strategies	<input type="checkbox"/>
Staff/Staff bulletins and memos	<input type="checkbox"/>
Policies & Procedures	<input type="checkbox"/>
Students	<input type="checkbox"/>
Behaviour	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>
General Organisation	<input type="checkbox"/>
Community	<input type="checkbox"/>

Hardcopy files are for those documents you wish to keep a hard copy of e.g.

Parent correspondence	<input type="checkbox"/>
Late and absent notes	<input type="checkbox"/>
Record keeping and examples of student work	<input type="checkbox"/>
Permission forms	<input type="checkbox"/>

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Resource 9 - Professional Associations and Useful Websites

ACHPER - Australian Council for Health, Physical Education and Recreation Inc. PO Box 304, Hindmarsh SA 5007 <http://www.achper.org.au/>

Australian Association for Religious Education (Ecumenical), QLD Branch ph: (07) 5577 7223 fax (07) 5577 7379 <http://www.aare.org.au/>

Australian Curriculum, Assessment and Reporting Authority, Level 10, 255 Pitt Street, Sydney, NSW, 2000, ph. 1300 895 563 or +61 2 8098 3100 http://www.acara.edu.au/home_page.html

Australian Literacy Educators Association, PO Box 3203 Norwood SA 5067 ph: (08) 8332 2845 <http://www.alea.edu.au/>

Beginning & Establishing Teachers' Association, PO Box 5379 Brendale QLD 4500 Australia, Contact: BETA Executive Committee <http://www.beta.asn.au>

Children's Book Council of Australia (Queensland Branch), PO Box 828, Spring Hill QLD 4004 Phone/Fax (07) 3217 5155 <http://cbca.org.au/>

Music Teachers Association of Queensland Inc, Suite 26, 200 Moggill Road, Taringa QLD 4068. Telephone: (07) 3870 3603

Primary English Teaching Association Australia (PETAA), PO Box 3106, Marrickville NSW 2204 ph: (02) 9565 1277; Fax (02) 9565 1070. <http://www.petaa.edu.au/>

QIEU – Queensland Independent Education Union, Ph: (07) 3839 7020 fax: (07) 3839 7021 freecall: 1800 177 937 <http://www.qieu.asn.au/>

QSITE – Queensland Society for Information Technology in Education, GPO Box 8, Red Hill QLD 4059. ph: (07) 3864 3033 fax: (07) 3864 3985 <http://www.qsite.edu.au/>

Queensland Association for Gifted and Talented Children (QAGTC), 282 Stafford, Road, Stafford QLD 4053 ph: (07) 3352 4288 <http://www.qagtc.org.au/>



Queensland Association of Mathematics Teachers, PO Box 328, Everton Park QLD 4053.
Telephone/Fax: (07) 3864 3920 <http://www.qamt.org/>

Queensland Catholic Education Commission, GPO Box 2441, Brisbane QLD 4001 ph:
(07)3224 3306 www.qcec.catholic.edu.au/

Queensland College of Teachers, PO Box 389, Toowong QLD 4066 ph: (07) 3377 4777
<http://www.qct.edu.au/>

Queensland Curriculum and Assessment Authority, PO Box 307, Spring Hill, QLD 4004,
(07) 3864 0299 <http://www.qcaa.qld.edu.au/8017.html>

Queensland Gould League for Environmental Education, PO Box 134, Albany Creek. QLD
4035. ph: (07) 3353 3891; Fax (07) 3353 2624. <http://www.gould.edu.au/>

Queensland Storytelling Guild Inc, PO Box 5895, West End QLD 4101 ph: 3846 4532
<http://www.australianstorytelling.org.au/stcalqld.php>

Science Teachers' Association of Queensland (STAQ) C/- School of Mathematics, Science &
Technology Education QUT Kelvin Grove Campus, Victoria Park Road, Kelvin Grove QLD
4059 ph: (07) 3864 3340 <http://www.staq.qld.edu.au/>

SPELD QLD Inc. Helping People with Specific Learning Disabilities, 32 Agnes Street, Albion
QLD 4010 PO Box 73, Hamilton Central Q 4007 ph: (07) 3262 9844 or 1800 671 114,
<http://www.speld.org.au/>





teaching • challenging • transforming

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As a Catholic Christian community we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.



