The Department of Education, Training and the Arts is committed to ensuring all newly appointed teachers participate in an induction process that is appropriate to their needs. The Flying Start induction strategy renews the focus on induction for all Education Queensland beginning teachers.

The Flying Start induction ideas brochure is designed to support school leaders in designing induction programs for beginning teachers. It complements the Flying Start induction toolkit for beginning teachers and is one element in a collaborative approach to induction. These resources may also be useful for teachers returning to work after extended leave, and contract and supply teachers.

While induction occurs locally, regions and districts also play significant roles. The Department encourages partnerships with universities and professional associations to build and extend networked professional development communities at a local, state and national level.

School leaders play a pivotal role in supporting and enabling the professional growth of beginning teachers and ensuring that relevant induction activities are completed or delegated to appropriate staff.

The Flying Start induction framework highlights the need for tailored programs for beginning teachers that integrate the following components and ideas.

Key components of induction programs are:
- orientation
- personal and professional support
- professional development
- performance and accountability.

Key ideas that guide induction practice are that induction is:
- multi-dimensional and flexible
- supportive and supervisory
- a mutual responsibility
- focussed on individual needs
- aligned to professional standards frameworks.
Induction responsibilities for school leaders

- Ensure induction responds to the individual needs of the teacher.
- Develop an induction process based on mutual responsibility between the individual and organisation.
- Integrate new staff into the school’s culture and structure.
- Support the development of professional partnerships.
- Provide orientation to school staff, community and facilities.
- Appoint a member of staff as induction coordinator where appropriate.
- Select appropriate mentors for beginning teachers such as curriculum coordinator or senior teachers.
- Be actively involved in the initial induction program and at other times.
- Fulfil accountability for probation and Queensland College of Teachers (QCT) registration reports.
- Evaluate induction program effectiveness with key stakeholders.
- Provide induction for all beginning teachers, including mid-year appointments, supply and contract staff.

Key issues for beginning teachers

**Term 1**

- Becoming familiar with the school and understanding the specific nature and requirements of their role as a teacher in the school.
- Developing a working knowledge of the school curriculum.
- Having access to resources, materials and facilities and practical support to begin as a competent member of staff.
- Becoming involved in an area of interest, such as committees, curriculum or sport.
- Successful completion of the interim probation report.

**Term 2**

- Understanding school processes and establishing routines.
- Familiarisation with and inclusion in the staff group and becoming a contributing member of the teaching team.
- Being accepted as a professional by colleagues, students and parents.
- Successful completion of the probation final report.
- Interim review of QCT registration requirements.
- Engage in professional reading.

**Term 3**

- Developing a sense of independence and equal status as a member within teaching teams and beginning the process of thinking about what they need to learn, practise and achieve as a teacher.
- Talking about events as they unfold and to evaluate practice and planning with planning and curriculum development within teams and curriculum groups.
- Confirmation of successful completion of Education Queensland (EQ) probation requirements.

**Term 4**

- Meeting the QCT registration requirements.
- Recognition and reflection of achievements and challenges.
- Identifying professional development goals and professional opportunities for the year ahead.
- Actively seek leadership opportunities within the school context for the year ahead.

Developing a supportive culture

**Mentoring**

The role of the mentor is pivotal to the beginning teacher’s successful induction. Through professional dialogue, mentoring supports newly appointed teachers’ full participation within the profession and the school community. It not only improves skill levels, but also has significant positive impact on morale and builds confidence through supportive professional learning.

Mentoring supports the development of a learning culture where people learn from each other through the sharing of experiences, skills and knowledge on the job. Well-managed mentoring programs are cost effective and efficient professional development activities that increase organisational communication and understanding.

**Professional partnerships and networks**

Professional associations and networks enrich the professional lives of teachers by promoting knowledge related to particular disciplines. They also provide expertise for professional development programs, a key to sharing that expertise across the workforce, and a source of quality professional development for employees throughout all career stages.

The Learning Place website (www.learningplace.eq.edu.au) provides access to a range of online communities. These online communities give teachers opportunities to share strategies and experiences, meet online, increase awareness of issues, and access a wealth of online teaching resources.

The Aspiring, Beginning, Establishing, Returning and Supply Teachers professional learning community supports teachers new to the profession, as well as those more experienced who are interested in mentoring and sharing their wealth of knowledge and understandings about their work in schools.

The information can be used as a tool to foster ‘professional partnerships’ between the newly appointed teacher and other teachers, mentors, supervisors, colleagues, and administrators. Encourage teachers to investigate beginning teacher networks by visiting www.learningplace.com.au/en/beginningteachers.

**Communication**

Effective communication between a school and its key stakeholders is vital for building a supportive culture. Establishing transparent communication across the school creates an open and positive environment for staff. Developing a team spirit and positive attitude through consistent, open and positive communication assists in building a friendly and rewarding place to work.

**Resources supporting school induction programs**

- Access regional and district beginning teacher networks through the regional Professional Development Coordinator
- Online resources –
  - Beginning, Establishing, Returning and Supply Teachers Gateway www.learningplace.eq.edu.au
  - Beginning and Establishing Teachers’ Association www.beta.asn.au
Pre-commencement activities

**Employment and other commencement processes**
- Provide opportunities for the teacher to become familiar with the school, school culture and school community.
- Invite teacher to end of previous year school events.
- Provide opportunities for the new teacher to work with students and staff at the end of the previous year.
- Ensure the teacher meets and has time to work with teaching teams or departmental colleagues.
- Provide access to school programs, curriculum organisers, classroom, resources and other facilities during the January break where possible.
- Ensure curriculum, learning frameworks and assessment and reporting documents are available.
- Send staff school bulletins/newsletters.

**School induction kits could contain:**
- Information on the context of the school and its community
- Essential policies and procedures needed from day one (student management policy or ethos, duty of care, rolls, first aid, protocols for working with parents, the role and expectations of the teacher)
- Key personnel, their roles and contact details
- Practical knowledge of where to park, dress expectations, access to the school, office arrangements and supplies, resources, computer facilities, photocopier access and so on.
- Samples of school induction kits are available at the Learning Place, through the Curriculum Exchange resource centre (http://learningplace.eq.edu.au/cx/resources)

**Mentor assistance**
- Select an appropriate mentor who can facilitate reflection of pedagogy, skills and knowledge.
- Facilitate initial introduction to and contact with mentor during the January break where possible.
- Provide opportunities to plan with mentor, discuss student learning histories, and program for the first week.
- Discuss strategies for getting to know students and their learning backgrounds.
- Provide support for establishing a positive learning environment.

**Practical information**
- Enable the beginning teacher to establish ‘what to teach’ and to find out ‘who I’m teaching’.
- Enable planning time for reviewing programs and activities, curriculum choices and student issues.
- Provide clear advice on school protocols and expectations on day one.
- Provide a kit of resources to use in the classroom (name tags, seating plans).
- Provide a list of what to do on day one, step-by-step guides to the assembly, buses, lunch orders, lockers, timetables and so on.
- Allocate time during student-free days for mentors and beginning teachers to meet.
- Teaching teams might consider providing a program for the first week.
- Respite from full duties for a week or two (release from playground duty and co-curricular activities) may be useful and appreciated.

**Orientation activities**

**Introductions**
- Involve the beginning teacher in school and staff functions, both professional and social.
- Provide an official introduction through newsletters, assemblies and other functions as a teacher with particular interests or skills.
- Promote support for the teacher with students.

**Planning and discussion activities:**
- Enable teacher release for regular meetings with mentor and other new teachers, including initial daily contact and debriefing opportunities.
- Establish learning circles with beginning teachers.
- Organise a social get-together for new teachers, in school and/or as a cluster.
- Enable attendance at networks outside the school.
- Enable modelling of key practices by experienced teachers.

**Extend professional practice**
- Organise team teaching and modelling of best practice.
- Organise visits to other schools or classrooms.
- Organise timely professional development (PD) activities on classroom management, specific administrative tasks and pedagogical practice.
- Provide practical assistance with key activities, literacy testing, parent–teacher interviews, reporting, planning and programming, requirements of camp or sporting programs.
- Encourage resource sharing and exploring resources in the wider community.
- Provide PD on planning for assessment and reporting.
- Encourage participation in beginning teacher networks at school, cluster or district and regional levels.

**Policies, priorities and procedures in staff handbook**
- Discuss school-based priorities and initiatives, calendar of events, the staff handbook or manual.
- Explain processes for performance and development and/or appraisal processes.

**Personal and professional support**

Provide multiple opportunities for feedback and support. Organise opportunities to discuss issues and developments in teaching and learning practice with others, to explore different strategies, to plan new activities and to try different approaches. Organise training for mentors to develop their skills in facilitating beginning teachers to reflect on their practice, skills and knowledge.

Support mentors in guiding beginning teachers by helping to clarify issues, providing opportunities for rich discussion or action research, making helpful introductions and supporting risk-taking.

Enable contact meetings with mentors and other teachers.

Establish meetings of beginning teachers in neighbouring schools.

Celebrate the achievements and successes of beginning teachers.
Reciprocal learning between colleagues

- Encourage collegiate classroom activities.
- Support the beginning teacher to participate in school-based and external professional development activities.

Provide beginning teachers:

- reflection time with the leadership team on what has been achieved in professional learning and practice
- ongoing support to assist beginning teachers to identify difficult times and recognise feelings of fatigue as normal
- opportunities to share and solve problems with other beginning teachers
- advice on beginning teachers regional networks and associations.

Professional development

Identify learning priorities and specific professional development activities to meet these needs.

Education Queensland Professional Standards for Teachers

Professional learning and growth informed by the EQ Professional Standards for Teachers enables the beginning teacher to:

- establish key concepts, content, process or skills to be taught
- identify learning goals for groups of students
- develop sequenced learning activities
- develop teaching strategies for teaching particular content areas
- develop teaching strategies and learning activities that cater for student diversity and learning needs
- reflect on and critically evaluate the effectiveness of teaching plans and practices
- establish a positive classroom environment.

Develop the beginning teachers capacity to:

- construct individual learning goals for developing pedagogy and student outcomes
- critically evaluate student outcomes and teaching practices
- problem-solve any teaching challenges specific to their students
- integrate and embed ICT resources within planning pedagogy, assessment and reporting
- effectively use teacher aides to support student learning
- develop practical time management strategies in planning and preparation
- develop effective classroom management skills
- construct a safe and supportive classroom environment through effective behaviour strategies.

Staff teams and school community

Support the beginning teacher to:

- work collaboratively with colleagues and mentor to plan teaching and learning
- share strategies, resources and experiences
- participate in whole-school planning and review process
- work effectively and cooperatively with colleagues and others in the school community
- contribute to extra-curricular and school community activities
- learn about and participate in activities in professional communities, such as professional associations and beginning teacher networks.

Performance and accountability

Organise mandated professional development such as Code of Conduct and Student Protection.

Facilitate demonstration of the QCT Professional Standards for Teachers through informal and formal review and feedback.

Assist the beginning teacher collect and analyse evidence related to the effectiveness of their teaching.

Support mentors in their critical conversations with beginning teachers.

Collaboratively identify professional strengths, interests and areas for improvement to prioritise participation in professional development opportunities.

Support the beginning teacher to select useful activities and areas of professional engagement which meet identified professional development needs.

Comment on the professional development or growth which has resulted from this professional engagement over time.

Acknowledge and celebrate professional development and achievement.

Finalise interim and probation reports.

Submit the EQ probation report and QCT registration report.

Acknowledgments

## Leadership team induction checklist

This checklist is designed to assist leadership teams providing beginning teachers with appropriate information during their induction. The checklist below aligns with the Flying Start induction toolkit for beginning teachers’ checklist.

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### Performance and Accountability – links to ‘My employer’

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- Provide feedback and arrange informal reviews
- Discuss the EQ Code of Conduct and the QCT Code of Ethics

### Orientation – links to ‘Me, myself, I’

- Enable pre-commencement visit and involvement in school planning where possible
- Provide school-based curriculum programs and framework, curriculum organisers, assessment and reporting documents
- Enable collaboration to support self-reflection on teaching and pedagogical practices
- Supply student-free day program
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- Request emergency contact details and any other relevant information
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- Discuss the role of teacher aides within the school
- Outline the process for using volunteers in classrooms
- Discuss opportunities for community involvement

### School procedures

- Discuss the Responsible Behaviour Plan for Students and the Code of School Behaviour
- Provide emergency procedures — evacuation, bomb, lockdown, suspect packages
- Outline school rules
- Explain medication guidelines and the collection and location of medication
- Discuss emergency, injuries and behaviour support procedures
- Clarify hours of duty
- Supply whole-school timetables — specialist lessons, sport, assembly/support times, playground duty
- Outline bell times and rules for moving around the school
### School procedures (cont)

- Explain school policy for students entering/leaving the classroom
- Explain marking the roll/absentees, use of codes and when the roll is to be returned to the office
- Discuss playground duty areas, rules, responsibilities and out of bounds areas
- Discuss lunch break procedures
- Clarify booking procedures for shared resources such as the computer lab, library, multi-media room
- Provide textbook hire scheme for secondary
- Provide the school based processes such as purchasing, excursion policy

### Internal communication

- Explain communication procedures – daily or weekly notices, newsletters, student notices, pigeon holes
- Outline meeting times
- Provide information on using the telephone system and supply a staff directory/telephone numbers
- Explain calling in sick process and leave entitlements
- Supply school calendar of events

### External communication

- Explain external communication protocols such as parent letters, website, newsletters
- Outline parent information evening requirements

### Teaching space – links to ‘My teaching space’

- Enable pre-commencement access to the classroom
- Provide access to the curriculum materials/school programs/textbooks for planning
- Enable access to general supplies and items such as chalk, dusters, art equipment
- Discuss the system for borrowing resources from the resource centre, art and sports equipment
- Discuss process to organise additional furniture if required
- Enable access to storage of resources and materials
- Discuss protocols for borrowing and use of ICT resources

### Students – links to ‘My students’

- Clarify school planning expectations and collaborative planning processes
- Discuss school initiated programs
- Provide any preferred planning templates
- Outline first day student arrangements
- Clarify planning expectations for relief teachers in the event of illness
- Discuss protocols for accessing support personnel such as behaviour support staff
- Discuss student support – learning support roles and guidance referral process
- Provide guidance on the importance of documenting incidents and writing effective anecdotal records
- Supply class allocation/class list
- Provide student data/student files
- Supply student book list

### Personal and professional development

- Discuss the Education Queensland Professional Standards for Teachers
- Discuss curriculum design, planning, assessment and reporting
- Organise EQ Policy in-service – Code of Conduct, Student Protection
- Enable lesson observations of other teachers
- Enable participation in beginning teacher networks