

Weekly induction meetings or 'pop up' workshops

One way to improve the quality of a professional experience placements is to host weekly induction meetings / professional learning (PL) sessions and/or wellbeing checks for all pre-service teachers (PST) in the school on placement.

Who implements this strategy

Professional Experience Co-ordinator (PEXC)

How is it implemented?

- All pre-service teachers on a professional experience (PEX) placement are invited to attend a weekly induction meeting during lunchtime (for example.)
- Each session lasts for approximately 30 - 40 minutes .
- This program of professional learning / networking can be differentiated based on the level of experience of the PSTs and/or their placement goals.
- Weekly presenter can be invited. The topics will vary, and may be based on who has experience, expertise and/or responsibilities in the targeted areas, the Strategic Improvement Plan and School Excellence Framework or PST development trends noted by the Supervising Teachers (ST).
- This strategy complements the checklist for the supervision of pre-service teacher mandatory induction requirements.

Variations:

- Schools with smaller cohorts of PSTs may choose to combine their resources and conduct this at a central venue with one school leading each session.
- The scope and sequence can be adjusted to reflect the stage of development of the PST.
- For example, for pre-service teachers completing their final PEX placement, the following topics are usually incorporated into the program:
 - Apply for and gain conditional accreditation from the NSW Education Standards Authority (NESA)
 - Apply for Approval to Teach with the Department of Education
 - Finding a teaching position and applying for it
 - Tips for casual teachers
 - Understanding 'What works best'
 - Performance and Development Plans
 - Accreditation at Proficient
 - Beginning Teacher support funds
 - Strong start great teachers
 - Tips to maintaining a work life balance.
- For example, for pre-service teachers on their first or second PEX placements, the following topics are usually incorporated into the program:
 - Local WHS induction training
 - Orientation to the School
 - Legal responsibilities and duty of care
 - Wellbeing and discipline policies
 - Classroom management and engagement strategies.
- The scope and sequence can be adjusted to reflect the placement goals of the PST(s). For example:
 - Proactive classroom management strategies
 - Managing challenging behaviours in the classroom

- Trauma informed practices
- Differentiating for students with disabilities
- Engaging parents and carers in student learning
- Voice care
- Questioning techniques and levels

What are the benefits of implementing this strategy?

- For the pre-service teacher: this Induction Program allows the PST to make connections between the theoretical concepts addressed at University and real-life applications across the school.
- It exposes the PST to presenters across the whole school community, promoting a sense of belonging, of being valued and also expanding their support network.
- The Induction Program fosters collegiality between PSTs by providing a forum in which they can share their experiences and engage in professional discussions.
- For the supervising teacher: This Induction Program provides support to the supervising teacher by centralising the provision of professional learning in each of the targeted areas.
- For the PEXC: This program supports 6.1.4 and 6.2.4 of the Australian Professional Standards for Teachers . It allows the PEXC / instructional leader to establish relational trust with all PSTs on placement, enabling further professional growth . This program introduces the PST to a collaborative feedback culture and team approach. The weekly induction meetings allows for issues to be raised and addressed in a timely manner.
- For the school leadership team: Creates a focus on distributed educational leadership to support collective efficacy and aspirant leaders' aspirations. It establishes a strong professional learning community which supports high expectations of all classroom teachers . It reinforces a performance management and development culture.
- It raises the profile of the Professional Experience Program and the services provided by Supervising Teachers within the school community.

Outcomes

- The PST engages with a whole school community strategy that supports their professional networking and exposure to a wide range of leadership styles.
- The breadth and depth of the professional knowledge of the PST is enhanced.
- Collegiality is promoted amongst PSTs and members of the broader school community.
- Advocates for professional experience being a shared responsibility for preparing future teachers that benefits teachers, schools and the system as a whole
- Provides leadership opportunities for classroom teachers to guide, advise and lead learning.

Success indicators

- An indicator that the strategy is working as intended: PST feels confident in seeking information and advice from staff members other than their Supervising Teacher. The PST feels known, valued and cared for and they want to return to this school for future employment.
- An indicator that the strategy is not working as intended: Attendance is poor and engagement of school presenters is minimal. The weekly sessions are not organised or communicated to all involved.

Resources:

Example of agenda for weekly meetings

- Acknowledgement of Country
- Wellbeing check in
- Celebrate success
- Discuss what didn't work and brainstorm how to adjust.
- PL topic focus - encourage professional conversations (20 – 25 minutes)
- Any other concerns?
- Reinforce you are there to support.
- Next meeting is

Example of stimulus material which can be used in weekly meetings.

- Resources or clips from the Setting up for Success series of webinars.
- Contact the Hub school in your Operational Directorate.
- Join Google Classroom using code: uzzuhnd