

Assess how well your current induction program is implementing each component of the 5C model:

1. use the ‘trigger questions’ to think about how well your school is currently implementing each component
2. give each component an overall rating with this scale:

- Red: weak implementation, with either absence of the component or poor execution of it
- Amber-Red: some aspects of the component exist but there is still significant work to do
- Amber-Green: the component is in place and in fairly good shape, but could use additional improvement
- Green: strong implementation, with exemplary execution.

Component	Trigger questions	Current state
Customised	<ul style="list-style-type: none"> • identify beginning teachers’ skills, dispositions, concerns and aspirations, as well as the whole-school and classroom challenges? 	<input type="checkbox"/> Red
How well does your induction program:	<ul style="list-style-type: none"> • use this information to plan the approach, time and professional development offered to support beginning teachers? • monitor beginning teachers' progress in an ongoing manner and adjust support to meet individual needs as they arise? 	<input type="checkbox"/> Amber-Red <input type="checkbox"/> Amber-Green <input type="checkbox"/> Green
Connected	<ul style="list-style-type: none"> • direct beginning teachers to different in-school mentors on the basis of their professional practice needs? 	<input type="checkbox"/> Red
How well does your induction program:	<ul style="list-style-type: none"> • support in-school mentors with appropriate professional development? • connect beginning teachers with people who can support their wellbeing needs? 	<input type="checkbox"/> Amber-Red <input type="checkbox"/> Amber-Green <input type="checkbox"/> Green
Context	<ul style="list-style-type: none"> • orient beginning teachers to the community, school site and resources as well as school policies, procedures, protocols and personnel? 	<input type="checkbox"/> Red
How well does your induction program:	<ul style="list-style-type: none"> • show beginning teachers how to access student data and information about the families and communities they come from? • use a range of strategies to instil a sense of belonging in beginning teachers? 	<input type="checkbox"/> Amber-Red <input type="checkbox"/> Amber-Green <input type="checkbox"/> Green
Curriculum	<ul style="list-style-type: none"> • clarify syllabus documents, priority outcomes, planning approaches and assessment and evaluation procedures that are used? 	<input type="checkbox"/> Red
How well does your induction program:	<ul style="list-style-type: none"> • connect beginning teachers to supportive pedagogical and curriculum models and resources, like the ‘NSW Quality Teaching Model’ and CESE's ‘What Works Best’? • provide curriculum focused professional development, aligned to the standards, that is implemented within a cycle of observation, reflection and constructive feedback? 	<input type="checkbox"/> Amber-Red <input type="checkbox"/> Amber-Green <input type="checkbox"/> Green
Classroom	<ul style="list-style-type: none"> • clarify departmental and school behaviour expectations and provide information about school rules, behaviour programs and reward systems? 	<input type="checkbox"/> Red
How well does your induction program:	<ul style="list-style-type: none"> • provide hints, tips, models and resources on classroom layout, curriculum experiences, instructional strategies and behaviour management that focuses students on learning? • include classroom observations that include quality feedback and reflection on practice? 	<input type="checkbox"/> Amber-Red <input type="checkbox"/> Amber-Green <input type="checkbox"/> Green