


##### DEPARTMENT OF EDUCATION

#### LOCAL INDUCTION FOR TEACHERS IN REMOTE SCHOOLS: PLANNER

##### [www.education.nt.edu.au](http://www.education.nt.edu.au)

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## PURPOSE

*The Local Induction Planner* *Template* (the Planner) is an adaptable document for use by principals, school leaders and mentors when planning the content of local induction for teachers new to a remote school context. It is a companion document to the [*Local Induction for Teachers in Remote Schools: Guidelines*](http://ed.ntschools.net/documentcentre/pfgdocs/3/Induction%20for%20Remote%20Teachers/Local%20Induction%20for%20Teachers%20in%20Remote%20Schools%20Guidelines.DOCX)*.* Induction is tailored to suit the career stage and professional growth needs of individual teachers.

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| **LOCAL INDUCTION FOR TEACHERS IN REMOTE SCHOOLS: PLANNER**  |
| Employee name  |  | Date of commencement |  |
| Position title  |  | School  |  |
| Principal/ supervisor  |  |
| Teacher demographic | [ ]  Graduate (probationer) [ ]  Re-commenced (returning after 3 years or more) [ ]  Transferred [ ]  Provisionally registered (probationer) |
| **Pre-commencement**  |
| [ ]  Confirm teacher has registered with the NT Teacher Registration Board (TRB)[ ]  Confirm teacher has or is in the process of applying for a Working with Children Clearance (Ochre Card)[ ]  Confirm recruitment activity has been finalised and approved paperwork submitted through e-recruit[ ]  Confirm teacher housing and that a signed occupancy agreement has been returned[ ]  Contact teacher at least 3 days prior to commencement to confirm details for the first day and discuss any issues relevant to arrival [ ]  Email school’s Welcome Pack prior to teachers arrival with supporting documents such as a job description, school and community information[ ]  Inform other school employees to the arrival of the new employee [ ] Inform office staff of names and details of all new staff so that administrative tasks are completed[ ]  Arrange meetings for first day, end of first week and one month after commencement[ ]  Send introductory meeting invitations to colleagues and relevant community contacts[ ]  Assign a buddy [ ]  Identify a mentor and access the department’s mentoring resources [ ]  Confirm computer access in place: login details, email address, ePass, network drive [ ]  Arrange for a desk, laptop and stationery [ ]  Arrange for school access card/key/security ID arranged (if applicable)[ ]  Other |

| Action  | Support resources | Timeframes | Responsibility | Date complete |
| --- | --- | --- | --- | --- |
| On arrival  |
| Orientation to community and accommodation | Community map | On arrival in the community | Principal/supervisor |  |
| Orientation to school layout, classroom location and teaching resources | School map | Day 1  | Principal/supervisor |  |
| Provide school’s Welcome Pack (if not emailed previously)  |  | Day 1 | Principal/supervisor |  |
| Introduction to school and community context |  | Day 1 | Principal/supervisor |  |
| Introduction to annual school plan, management and reporting requirements  | Existing Annual School Improvement Plan | Week 1 and ongoing  | Principal/supervisor |  |
| Introduction to key support persons, assistant teachers and mentor |  | Day 1 | Principal/supervisor |  |
| Introduce role expectations and responsibilities |  | Day 1 | Principal/supervisor |  |
| ICT set-up  |  | Day 1  | Principal/supervisor/ ICT officer  |  |
| Human Resources (HR)  | * [What is myHR](http://ed.ntschools.net/hr/Pages/myhr.aspx)
* [myHR](https://myhr.nt.gov.au/)
 | Day 1 | Principal/supervisor |  |
| Communicate workplace health and safety procedures and contacts | * [Safety induction checklist for workers](http://ed.ntschools.net/documentcentre/pfgdocs/16/Safety%20induction%20checklist%20for%20workers/Safety%20Induction%20Checklist%20for%20Workers.DOCX)
* [WHS Document Centre](http://ed.ntschools.net/documentcentre/Pages/service_filter.aspx?category=Work%20Health%20Safety)
* School based documents and procedures
* Emergency contacts
 | Within 2 weeks of commencement | Principal/supervisor |  |
| Role specific  |
| Discuss and commence probation policy and procedure (if required) | * [Teacher Probation Policy](http://ed.ntschools.net/documentcentre/pfgdocs/3/Probation%20-%20Teachers/Teacher_Probation_Policy.pdf)
 |  Within two weeks of commencement | Principal  |  |
| Establish mentoring process with mentor | * School based processes and activities
* [Induction for remote teachers: mentoring](https://education.nt.gov.au/education/support-for-teachers/induction-for-teachers/remote-teacher-induction/Mentoring)
* [Mentor and mentee training course](http://ed.ntschools.net/hr/Pages/mentorandmenteetraining.aspx)
* [NT Teacher Registration Board](http://www.trb.nt.gov.au/registration/provisionally-registered-teachers) – provisional registration information
 | Week 1 and ongoing | Principal/supervisor/ mentor |  |
| Introduce Working in Teams and team teaching | * [Working in Teams professional learning](https://learninglinks.ntschools.net/working-teams)
 | Week 1 and ongoing | Principal/supervisor/ mentor |  |
| Professional growth for planning, teaching and reporting requirements  | * [Learning Links](http://ed.ntschools.net/ll/Pages/default.aspx)
 | Week 1 and ongoing  | Supervisor/mentor |  |
| Introduce and discuss the Assistant Teacher Standards | * [Professional Standards for Assistant Teachers](http://ed.ntschools.net/documentcentre/pfgdocs/3/Performance%20and%20Development%20-%20Assistant%20Teachers/Assistant_Teacher_Professional_Standards.pdf)
 | Week 1 and ongoing | Mentor/assistant teacher |  |
| Introduce the department’s Professional Learning System | * [Professional learning system](http://ed.ntschools.net/hr/pls/SitePages/Home.aspx)
 |  Week 1 | Supervisor/mentor |  |
| Provide professional growth for teaching, assessing EAL/D learners | * [Capability Framework: Teaching Aboriginal and Torres Strait Islander EAL/D learners](https://indigenousportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf)
 |  Ongoing | Supervisor/ mentor/ colleagues |  |
| Establish Professional Growth Plan[[1]](#footnote-2)  | * [Professional Growth for Teachers](http://ed.ntschools.net/hr/pd/Pages/Teacher.aspx)
 | Week 3  |  Principal/supervisor |  |
| Participate in structured classroom observation  | * [Teacher Registration Board NT](http://www.trb.nt.gov.au/registration/provisionally-registered-teachers) observation templates
 | Term 1 and ongoing |  Mentor/colleagues  |  |
| Professional learning  |
| Review remote teacher induction online resources | * [Induction for remote teachers: Information for principals](https://education.nt.gov.au/education/support-for-teachers/induction-for-teachers/remote-teacher-induction/information-for-principals)
 |  | Principal and mentor |  |
| Identify and access professional learning  | * [Professional learning system](http://ed.ntschools.net/hr/pls/SitePages/Home.aspx)
* [Professional Teachers’ Association of the NT](https://ptant.org.au/)
 |  Week 1 and ongoing |  Mentor/mentee |  |
| Aboriginal cultural capability framework | * [Aboriginal cultural capability framework and standards](http://ed.ntschools.net/documentcentre/_layouts/DocSetHome.aspx?id=/documentcentre/pfgdocs/3/Aboriginal%20Cultural%20Capability%20Framework%20-%20educators&Source=http%3A%2F%2Fed%2Entschools%2Enet%2Fdocumentcentre%2Fpfgdocs%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fdocumentcentre%252Fpfgdocs%252F3&DefaultItemOpen=1)
 |   | Principal/supervisor /mentor/assistant teacher  |  |
| Ongoing mentoring and learning activities: * classroom observations
* planning, teaching and assessing together
* meetings and feedback.
 |  | Week 1 and ongoing | Mentor/mentee  |  |

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| Reading – *add as required*  |
| * [Code of Conduct Employment Instruction Number 12](https://ocpe.nt.gov.au/__data/assets/pdf_file/0019/245008/EI_12_-_Code_of_Conduct.pdf) (mandatory)
* [DoE Organisational Structure](http://ed.ntschools.net/AboutUs/Pages/Organisational%20Structure.aspx)
* [Teach in the Territory](https://www.teachintheterritory.nt.gov.au/)
* [Remote teacher guide](https://education.nt.gov.au/__data/assets/pdf_file/0003/427575/remote-teacher-guide.pdf)
* [Remote ready](https://education.nt.gov.au/__data/assets/pdf_file/0010/384697/Remote-Ready_web-version2013.pdf)
* [Northern Territory Bushtel](http://www.bushtel.nt.gov.au/)
 | * [Education NT Strategic Framework 2018-2022](https://education.nt.gov.au/education/statistics-research-and-strategies/strategic-plan)
* [General Employment Conditions](https://ocpe.nt.gov.au/nt-public-sector-employment/Information-about-ntps-employment/general-employment-conditions)
* [Teacher responsibility handbook](https://www.nt.gov.au/__data/assets/pdf_file/0003/230916/TeacherResponsibilitiesGuide.pdf)
* [Educator wellbeing](https://www.teachintheterritory.nt.gov.au/educator-support/educator-wellbeing)
* [Staff wellbeing toolkit](http://ed.ntschools.net/hr/Pages/Staff-Wellbeing-Toolkit.aspx)
 |
| Completion of induction |
| Date completed | **Employee signature** | **Supervisor signature** | **Principal signature** |

| EVALUATION QUESTIONS FOR LOCAL INDUCTION *Include or delete questions to suit local school and community context* |
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| 1. How useful were the online remote teacher induction resources?
2. What elements of local induction were most useful in helping you establish your role?
3. How supported did you feel when undertaking local induction?
4. How effective were your interactions with supervisors and colleagues regarding induction information?
5. How effective was the mentoring process in supporting your professional growth?
6. In what ways did undertaking structured classroom observations support the development of your teaching and assessment strategies?
7. In what ways did local induction support your development of cultural competency and Indigenous language awareness?
8. How did local induction to the community support your transition to living and working in a remote community?
9. How did induction and mentoring support you to meet the requirements of the Northern Territory Teacher Registration Board and transition from provisional to full registration?
10. How helpful were induction and mentoring activities in developing your team teaching skills when working alongside assistant teachers?

Other comments / feedback  |

1. The annual professional growth process applies to all ongoing and fixed period employees. It is to be initiated upon the commencement of an individual’s employment with the department; or upon the successful completion of probation, for employees subject to a period of probation. [↑](#footnote-ref-2)