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Purpose of This Resource

This resource is designed to provide guidelines and support for the induction of beginning teachers and in many cases, new teachers to the Diocese into the local Catholic school within the wider community of the Wollongong Diocese.

Its intention is to be used by the Principal, the mentor, other support personnel and the new teacher as a practical resource during the initial phases of a teacher's career.

The resource is not an end in itself. It is designed to be used in conjunction with other Wollongong Catholic Education Office material and any policy and practice documents specific to each individual school.

Checklists

These starting-out checklists have been developed to act as guides for discussion between new teachers and those providing support during the starting-out phase of the induction program. They are addressed to new teachers with some preparation points included with each section for the benefit of other participants in the discussion. The "notes" column is for the use of the new or beginning teacher to record details of school arrangements or items on which additional information is required. The items in these checklists will have varying relevance to primary and secondary teachers.

The series of checklists relate to the three phases of induction.

Starting Out:

1. Before school begins
   a. Introductions
   b. Institute of Teachers Registration
   c. School information
   d. General guide to legal responsibilities
   e. Class information
   f. Planning, teaching and assessment expectations

2. The early days
   a. Getting ready
   b. Starting to teach

3. Review
1. **Before school begins…**

   **A. Introductions**

   Once appointed, you should arrange a visit to the school to meet:

   - the school Leadership Team (if you have not already met)
   - the Parish Priest
   - other staff members
   - the mentor (if already appointed) to organise a first meeting
   - the previous teacher/s of the students

   **Notes:**

   While visiting the school it may also be appropriate to:

   - visit your classroom and gain an appreciation of the school layout
   - check access arrangements to the school and your classroom prior to the commencement of school
   - check arrangements for whole school professional development and planning days (especially for professional development and planning days immediately prior to commencing school).
   - Inquire about the Catholic Education Office’s beginning teacher release days scheduled for the purpose of induction, mentoring, curriculum planning and programming and spirituality.
   - check arrangements regarding keys, assigned teaching space and security arrangements
   - check arrangements for working in your classroom outside school hours
   - make an appointment to discuss items included in other checklists prior to you commencing duties

   **Notes:**
B. **NSW Institute of Teachers Registration**
- ensure that provisional registration requirements have been met
- be a current financial member
- Log onto personal institute account to update school and personal details. The institute requires current email and phone details.

C. **School information**
To assist you to commence teaching duties comfortably and efficiently and to gain an understanding of the school mission you will need access to a range of school information.

i. **General documents**
Do you have copies of…..
- the school vision and mission statements
- the school’s School Review and Improvement Plan and action plans
- a staff list indicating each staff member’s role
- a plan of the school
- handbooks prepared for students, parents and staff
- school policy documents

Notes:

ii. **School resources**
**Do you know ..........**
- the location of teacher reference material
- the location of school equipment
- the policy and procedure for using school resources
- how to operate school equipment
- procedures for purchasing additional resources
- school resource centre (library) policy & procedures

Notes:
iii. School administrative procedures

Do you know school policy and procedures relating to ..........

Staff issues

- staff parking
- classroom cleaning
- rubbish disposal
- communication (pigeon hole, notice board, intercom, phone, messages, establishment of email account)
- internet access
- classroom security
- entry to school by teachers out of school hours
- notification of teacher absence through illness
- dress code
- before and after school care procedures

Notes:

Parent Issues

- procedures for parental participation in the classroom
- processes for communication with parents
- processes for making appointments with parents
- dropping off and picking up students
- emergency contact of parents

Notes:

Student issues

- behaviour management (school rules)
- timetable of school hours
- homework policy
- lunch arrangements
- canteen arrangements
- assemblies
- breaks and break signals
- school bus routines
- student absence procedure
- use and rules of playground
- distribution of school communications (e.g. newsletters)
D. 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.

- classroom, bus and playground duties/supervision
- arrival and departure times (by staff and students)
- maintenance of accurate, daily attendance record
- reporting own absence to school and electronically via ESS
- excursions and camps
- transport of students
- aspects of behaviour management such as discipline and detention
- student access to classrooms
- safety requirements
- First Aid and care of sick children
- administration of medication
- identification and awareness of school students with serious medical conditions
- responding to, recording and reporting accidents
- emergency contact of parents
- fire and emergency procedures
- copyright laws
- private interviews with students (Arena of Safety)
- family law issues
- wording used in student records and reports
- confidentiality of school/student records
- identification of visitors to the school

Child Protection:

- procedure for mandatory reporting of children at risk of harm
- procedures for handling allegations of reportable conduct
- enrol to complete the mandatory Child Protection training
Work Health and Safety:
☐ Complete the WHS Induction Module within three months of commencement and forward a copy of the Completion Certificate to Human Resource Services at the Catholic Education Office.

Payroll Information:
☐ Complete authority for direct deposit and tax declaration forms

Notes:

E. **Class information**
Do you have.....
☐ list of students
☐ class files (records, reports, specialist and medical reports)
☐ the daily attendance register (procedures)
☐ book resource list
☐ class budget allocation
☐ the relevant curriculum and support materials

Notes:

F. **Planning, teaching and assessment expectations**
Do you know school expectations with regard to:
☐ formatting your curriculum program
☐ teaching and learning program
☐ submission of your programs to the Principal/ Assistant Principal/ Middle Leader
☐ assessment procedures and requirements
☐ recording student information and achievement
☐ report cards / reporting to parents
☐ collaboration with peer / specialist / support teachers (intervention strategies for students with special needs)
☐ deployment of school support officers and parent volunteers in the classroom
☐ special events that mark the school year (fete, feast days, musicals etc)

Notes:
2. The early days

A. Getting ready

Have you ..........

- prepared name tags / cards for the students (including spares)
- adequate desks and chairs (including spares)
- organised and presented the room to make it look inviting
- checked classroom ventilation
- checked classroom safety
- prepared a tentative timetable which takes into consideration, resources, shared learning areas, specialist rooms and other teacher's plans
- prepared a program for the first day that establishes class rules and routine, welcomes new members to the class, and fosters a sense of community
- sourced / made resources to carry out your program
- collected the attendance register
- checked student records and noted special needs

Are you aware of:

- staff meeting day and time
- staff prayer day and time
- social club procedures
- use of school equipment policy
- leave procedures
- parent-teacher night procedures and requirements
- involvement with Parents and Friends Association
- wet weather routines
- collection and recording of monies
- excursion policy and procedures
- storage of student records
- school banking procedures
- extra curricular activities offered by school

Notes:
B. Starting to teach

The following list is fairly general and applicable to most areas of primary and secondary.

- Arrive early enough to check required materials and program for the day.
- Check students against class list.
- Greet all students, especially those new to the school.
- Ensure all students are aware of the location of toilets, taps and allocated playground areas.
- Become familiar with the formal student attendance procedures.
- Establish basic routines for tidiness, carrying out tasks and behaviour, ensuring that the students are aware of expectations.
- Allocate students' responsibilities for routine tasks:
  - material distribution
  - collecting lunch orders
  - specific cleaning duties
  - delivering important messages within the school.
- Record additional information given by parents.
- Check student's books and equipment against the book list.
- Check students have lunch.

Notes:

3. Review

- do you understand all that is expected of you?
- do you have all the equipment and resources you need?
- what areas would you like to clarify?

Notes: