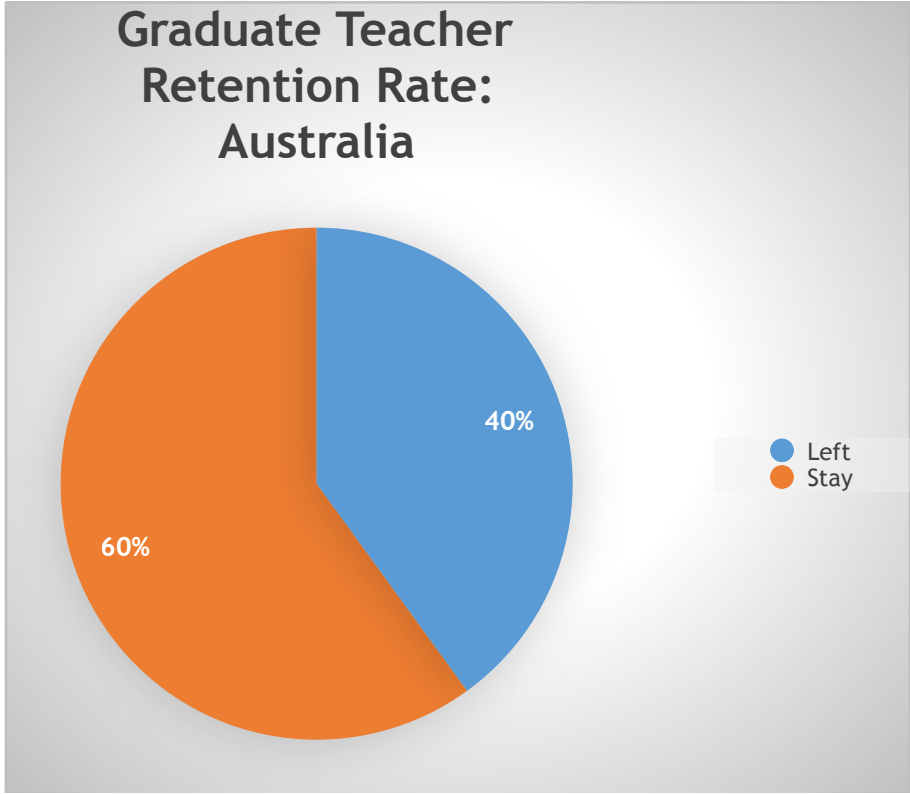


Professional induction as
a mechanism to improve
undergraduate teacher
retention

Problem



	Domestic retention rates		All FoE - domestic
	ITE Special adjusted	ITE Adjusted retention rate	Adjusted retention rate
TOTAL	77.0	80.9	79.9

JobReady

school  ready

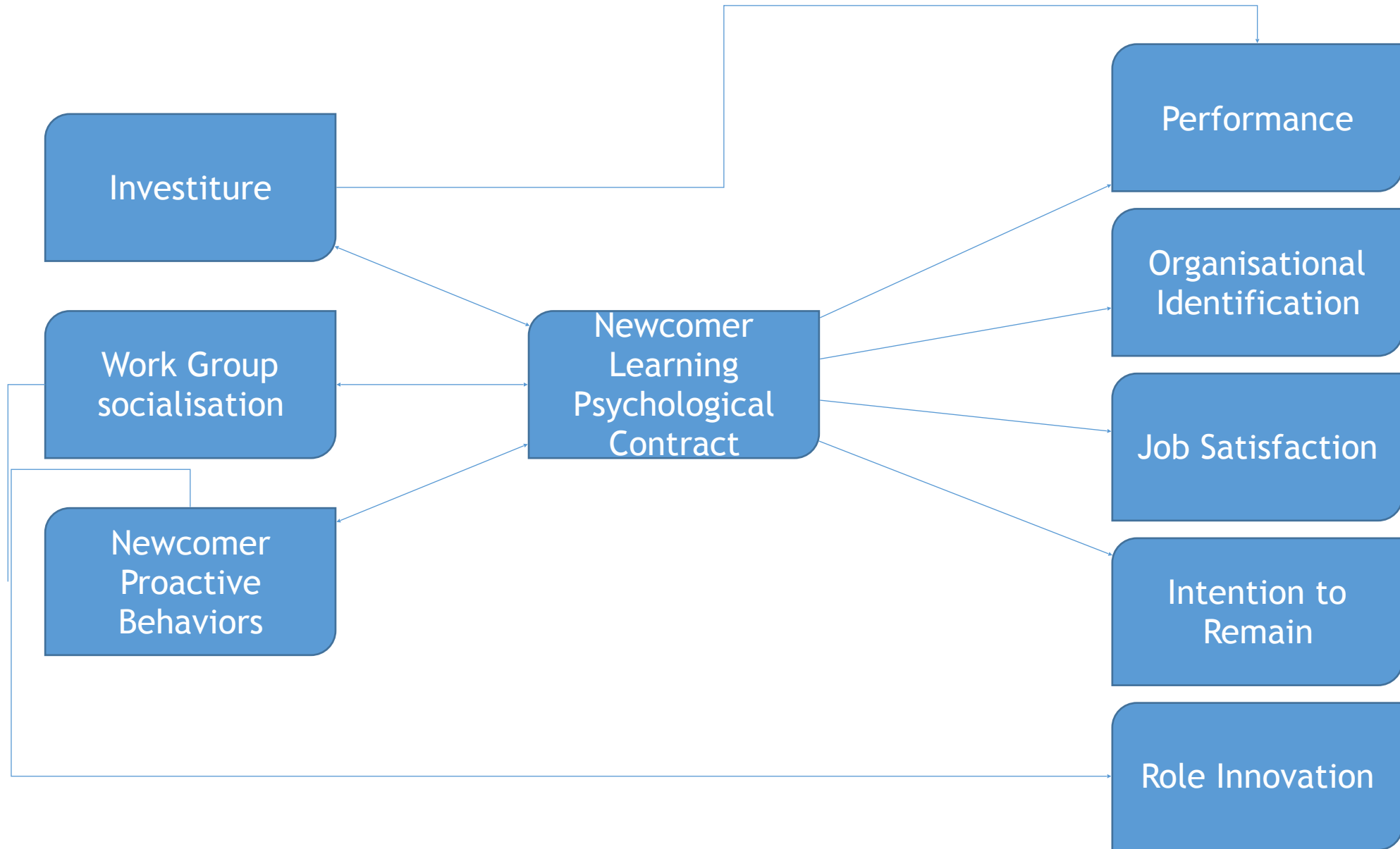


How helpful was your initial service teacher education course in preparing you for:	Primary		Secondary	
	Very helpful/helpful	Not helpful	Very helpful/helpful	Not helpful
	%	%	%	%
7. Engage professionally with colleagues, parents/carers and the community				
Meeting my professional and ethical responsibilities as a teacher	74.0	2.7	74.5	4.8
Complying with legislative, administrative and organisational requirements	54.2	9.9	60.6	10.6
Developing contacts with professional teaching networks	40.7	15.9	45.1	16.4
Engaging with performance and development plans	37.0	24.6	36.3	25.5

Socialisation Process

Socialisation Content (proximal outcome)

Newcomer adjustment (distal outcome)



Socialisation Process

Socialisation Content (proximal outcome)

Newcomer adjustment (distal outcome)

Work Group
socialisation

Newcomer
Learning
Psychological
contract

Job Satisfaction

Newcomer
Proactive
Behaviours

Socialisation Outcomes

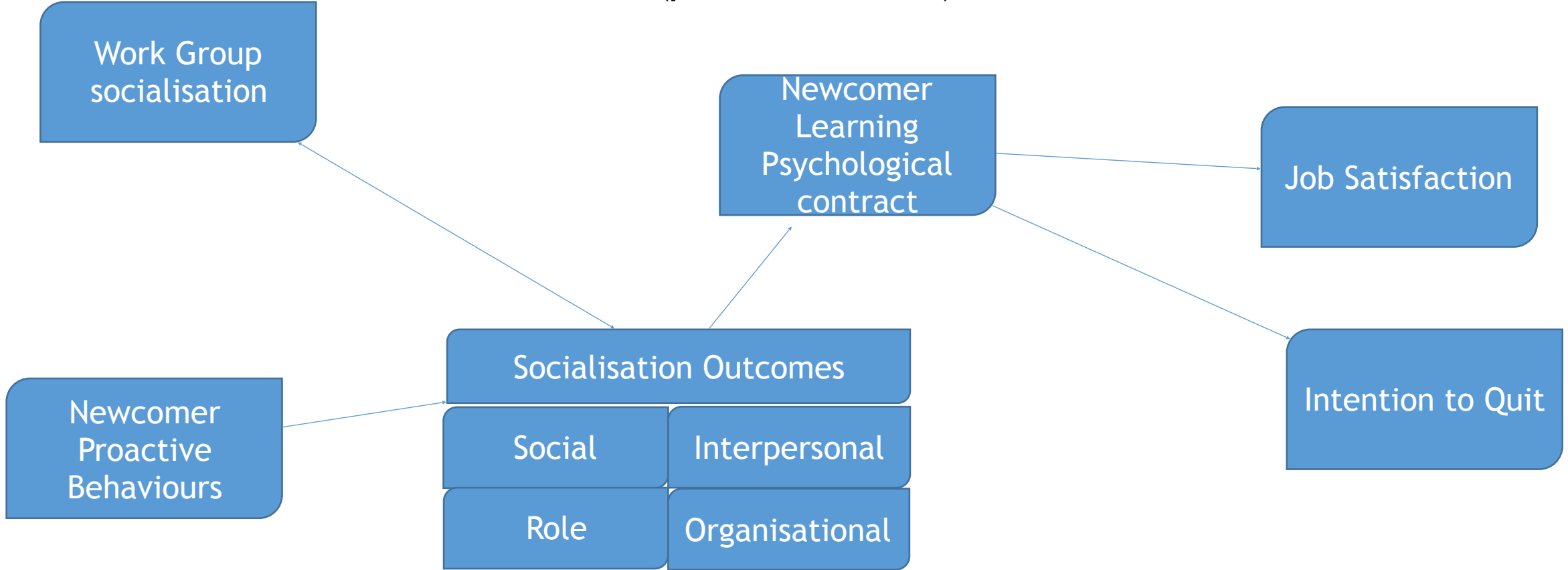
Intention to Quit

Social

Interpersonal

Role

Organisational



Professional Experience 1
Theme: Becoming a professional teacher

Plan for and implement effective teaching and learning throughout the professional experience

Proactive Behaviours
Deliberate schedule of task delivery, assessment, feedback seeking, relationship building, monitoring, inquiry, networking, role modelling

Engage professionally with colleagues and the community throughout the professional experience

Role

Social

Interpersonal

Organisational

Intention to Remain

Satisfaction

Week	1. Normal duties beyond direct teaching (i.e., staff meetings, duty, room preparation)	2. Observation of other colleague teachers / specialists (i.e., HPE, Music, Librarian, paraprofessional)	3. Team teaching - Colleague teacher to direct PST to take various parts of the learning episodes. Colleague teachers learning plan.	4. Team teaching – Colleague teacher directed – PST plans part of lesson/activity (following teacher plan)	5. Co-dependent small group work (up to 5 students) Colleague teacher leads the learning sequence but independently PST plans directed activities	6. Independent lesson – whole group (PST to select, develop & plan)	7. Formal observation of colleague teacher	8. Planning time & Professional discussions (colleague teacher conversations, assessment panel)
1	All		Remaining time after completion of all other activities	Observation		1 X Lesson Observation		4 hours
2	All	2 learning episodes	Remaining time after completion of all other activities	5 learning episodes (Individual)	3 learning episodes	1 x Lesson Observation		5 hours
3	All	2 learning episodes	Remaining time after completion of all other activities	7 learning episodes (Small group)	3 learning episodes extending from week 2 (same students)	1 learning episode	2 X Deconstruction Observations	5 hours
4	All	2 learning episodes	Remaining time after completion of all other activities	9 learning episodes (Small group)	3 learning episodes extending from week 1 & 2 (same students)	2 learning episodes	2 X Deconstruction Observations	5 hours

Week	1. Normal duties beyond direct teaching (i.e., staff meetings, duty, room preparation)	2. Observation of other colleague teachers / specialists (i.e., HPE, Music, Librarian, paraprofessional)	3. Team teaching - Colleague teacher to direct PST to take various parts of the learning episodes. Colleague teachers learning plan.	4. Team teaching – Colleague teacher directed – PST plans part of lesson/activity (following teacher plan)	5. Co-dependent small group work (up to 5 students) Colleague teacher leads the learning sequence but independently PST plans directed activities	6. Independent lesson – whole group (PST to select, develop & plan)	7. Formal observation of colleague teacher	8. Planning time & Professional discussions (colleague teacher conversations, assessment panel)
1	Authentic Learning Task 1 <u>a,b,c,d,e,f</u>		Authentic Learning Task 3 Nudge Sheet 1		Authentic Learning Task 5			Discuss classes for collecting of evidence for ALTs
2	Authentic Learning Task 1 g,	Authentic Learning Task 3 Nudge Sheet 1		Authentic Learning Task 2 Authentic Learning Task 4.2 Week self-reflections	Learning Task 4.3 Week self-reflections			Professional dialogue Discussion Mid assessment

Week	1. Normal duties beyond direct teaching (i.e., staff meetings, duty, room preparation)	2. Observation of other colleague teachers / specialists (i.e., HPE, Music, Librarian, paraprofessional)	3. Team teaching - Colleague teacher to direct PST to take various parts of the learning episodes. Colleague teachers learning plan.	4. Team teaching – Colleague teacher directed – PST plans part of lesson/activity (following teacher plan)	5. Co-dependent small group work (up to 5 students) Colleague teacher leads the learning sequence but independently PST plans directed activities	6. Independent lesson – whole group (PST to select, develop & plan)	7. Formal observation of colleague teacher	8. Planning time & Professional discussions (colleague teacher conversations, assessment panel)
3	Authentic Learning Task 1 h	Authentic Learning Task 3 Nudge Sheet 1	Authentic Learning Task 3 Nudge Sheet 2,3,4	Authentic Learning Task 2 Authentic Learning Task 4.2 Week self-reflections	Learning Task 4.3 Week self-reflections	Learning Task 4.4 Week self-reflections	Authentic Learning Task 5	Collaborative professional dialogue day (Monday Face-to-face or SKYPE meeting for remote locations)
4	Authentic Learning Task 1 h	Authentic Learning Task 3 Nudge Sheet 1		Authentic Learning Task 2 Authentic Learning Task 4.2 Week self-reflections	Learning Task 4.3 Week self-reflections	Learning Task 4.4 Week self-reflections	Authentic Learning Task 5	Professional dialogue Discussion Final assessment

<p>Below are a series of teaching behaviours that colleague teachers can use when team teaching with the pre-service teacher. The list of observable behaviours is not a definitive list, nor are they applicable to every lesson. The behaviours, while independent should be viewed as a part of the student's total repertoire as a teacher. The pre-service teacher will need to use this checklist as one part of their self-reflection on their classroom practice.</p>	Excellent	Good	Fair	Poor
<p>Professional Behaviour</p> <ul style="list-style-type: none"> - General overall knowledge of classroom presence adequate for stage of professional development - Adapts to fit colleague teacher's needs - Able to respond to student's needs - Speaks with fluctuation in volume and inflection to maintain students interest and emphasize key points 				
<p>Communicating, interacting, and working with students</p> <ul style="list-style-type: none"> - Actively encouraged interaction with students. - Asked questions to monitor student understanding - Waited sufficient time for students to answer questions. - Listened carefully to student questions - Responded appropriately to student questions. - Restated questions and answers when necessary - Demonstrates respect for diversity and requires similar respect in classroom 				
<p>Management of student behaviour</p> <ul style="list-style-type: none"> - Has knowledge of student's names - Interacts appropriately with all students - Applies appropriate behaviour management strategies - Completes all teaching duties as directed - Maintains a safe working environment - Reinforces classroom rules - Able to make decisions independently 				

	Observations	Comments
The classroom environment	<ol style="list-style-type: none">1. What is the procedure for entering and leaving the classroom?2. How is the room set out?3. Are stimuli and resources laid out ready for use?4. Do students know where to go and what to do at the start of the lesson?5. What evidence of student work is on display?6. What other material for supporting learning is readily apparent (e.g. word walls, reference books/computer, <u>etc</u>)	

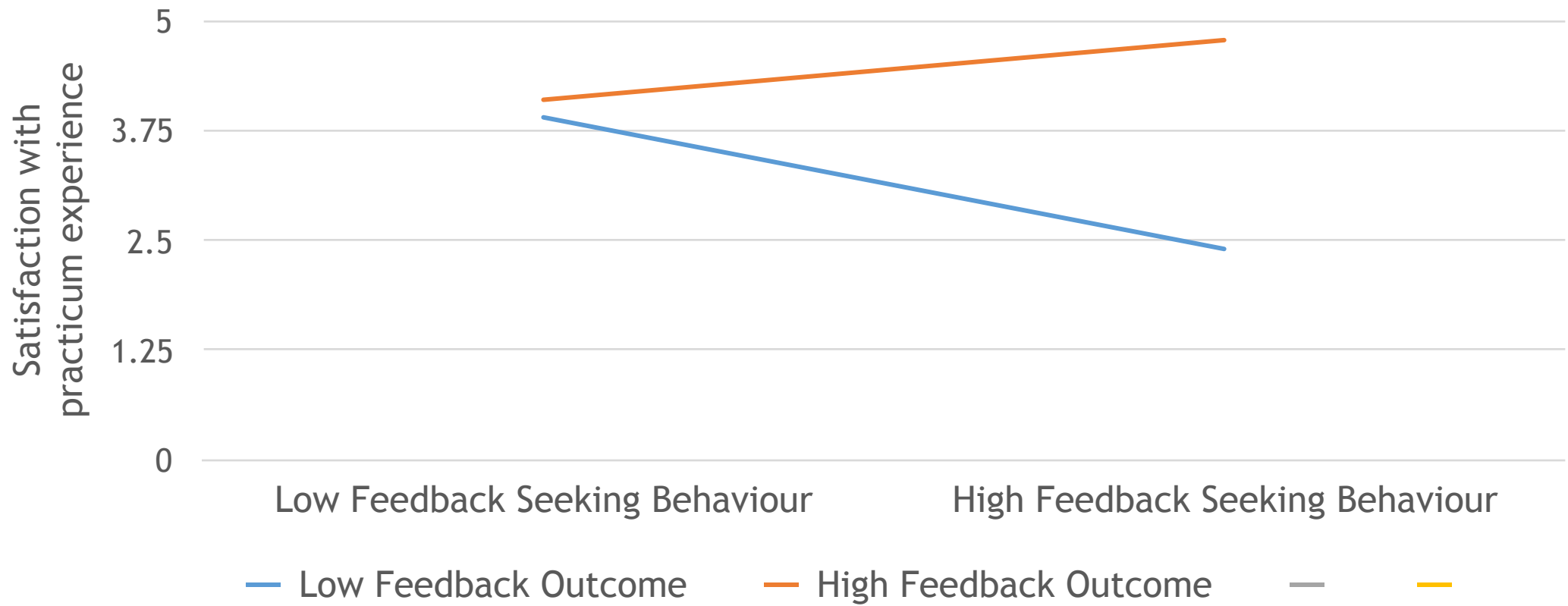
Communication

1. What different sorts of communication are apparent, e.g. instruction, discussion, reprimand, questions
(Who asks them? Who answers them?)
2. How does the teacher ensure that the students understand the language he/she is using?
3. How is the students' use of language supported and developed?
4. What sort of questions does the teacher use and how do the students respond?
5. How does the teacher use his or her voice to excite, clarify or maintain order?

Add your own questions here



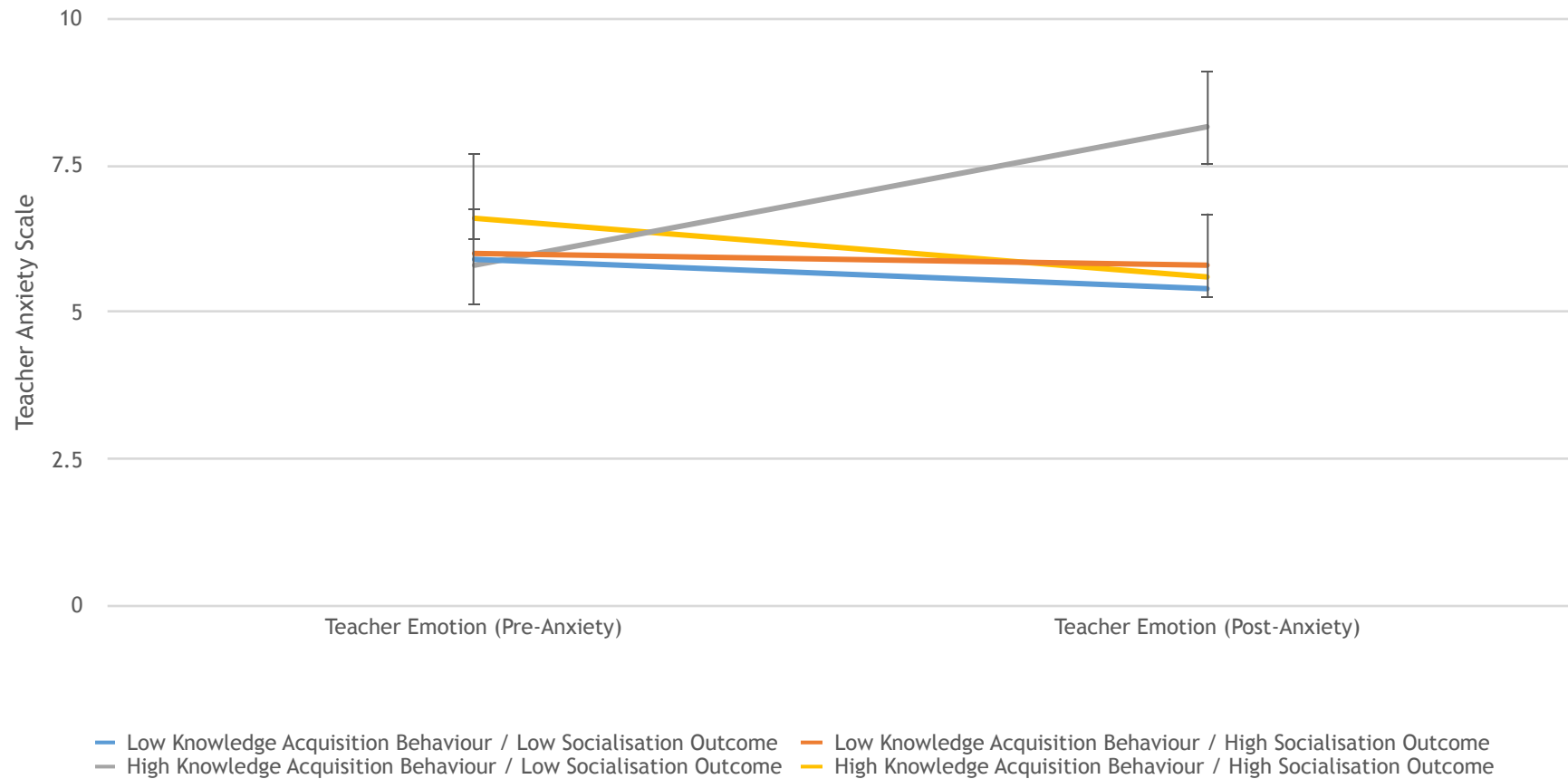
Proactive behaviour, socialisation outcomes and novice teacher candidates' satisfaction with practicum



Proactive behaviour, socialisation outcomes and novice teacher candidates' intention to remain



Anxiety and Socialisation Outcomes



Take home

- As a profession, teacher candidates should be exposed to a defined induction session
- Different newcomer teacher candidates have different needs for knowledge
- Newcomers (naïve) - relationship between knowledge about role and performance is related to satisfaction & intention to remain
- Induction behaviour must be deliberate, targeted, and have sequenced prompts / activities that provide opportunities for socialisation