



TOUR TO CANADA AND USA

MARCH 2016

"A leading voice on rural education"



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INTRODUCTION

Providing new graduates with a positive experience within their first teaching role within a rural education community is essential in retaining these people into the future.

To gain an understanding of these people's experiences of their first six months within the teaching profession, the Country Education Project undertook an online survey of these new graduates in 2010.

This is the report of the findings from this online survey.

The survey was developed to gain an understanding of the experiences, challenges and opportunities of these first year graduates and to explore how further support could be provided.

As part of this conversation, CEP also facilitated meetings and forums involving people from the various education sectors, Victorian Institute of Teaching and new graduates to discuss the findings of the survey and explore future actions that would enhance the support provided to new graduates within rural Victoria.

CEP would like to take this opportunity to thank all those who have been involved in the online survey, and the subsequent discussions.

This report, we hope, will provide the basis for ongoing discussion about how we can continue to support our new graduates and therefore ensuring that we retain quality teachers in our rural communities.



Phil Brown
Executive Officer
Country Education Project



BACKGROUND

The Rural Educators Network is an initiative of the Country Education Project Inc aimed to:

“support the engagement and ongoing involvement of quality education staff in rural communities of Victoria”.

It has been established for three years now and in that time has focused on four key areas:

- building partnerships between rural clusters of education organisations and teacher training organisations
- promoting rural education opportunities
- supporting new graduates
- providing ongoing professional development.

The area of new graduate support has been a focus for the Network over the past two years. In 2009, a state-wide forum involving staff from all DEECD rural regions; staff from rural CEO diocese offices; staff from central education offices; VIT representatives and union representatives shared their current support activities and initiatives and discussed a range of opportunities for future focus.

A key outcome of this forum was the variation in support and activities across the regions and diocese. Some regions/diocese providing access to a breadth of activity while others providing very limited support.

In 2010, the Network initiated an online survey to gain direct input from new graduates within rural schools. The survey invited rural new graduates to reflect on a number of areas including:

- (i) Activities provided by Victorian Institute of Teaching
- (ii) Induction program
- (iii) Mentor support
- (iv) Professional Development
- (v) New Graduate networks
- (vi) Further possible support

Approximately 160 invitations were sent to new rural graduates within the five DEECD country regions and the three country CEO diocese.

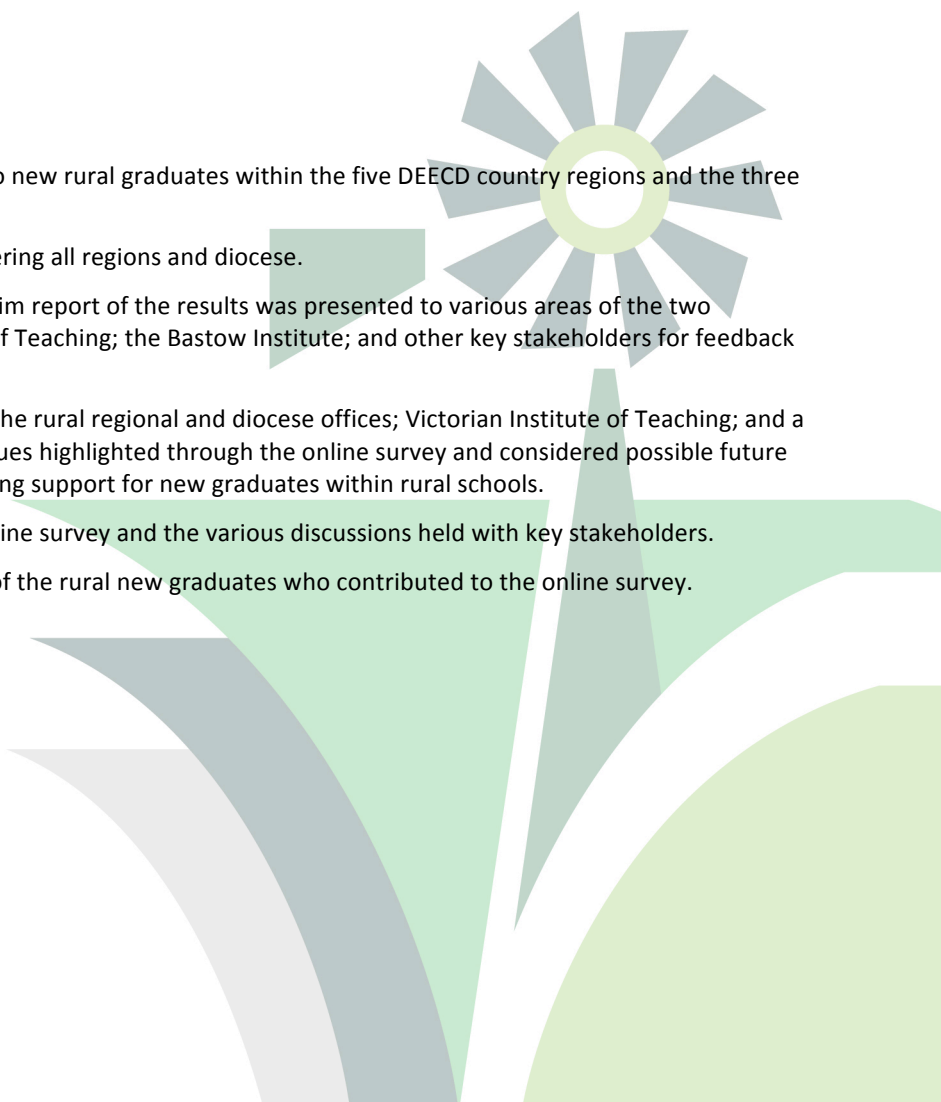
A total of 63 responses were received covering all regions and diocese.

After collation of this information, an interim report of the results was presented to various areas of the two education sectors; the Victorian Institute of Teaching; the Bastow Institute; and other key stakeholders for feedback and discussion.

A forum comprising representatives from the rural regional and diocese offices; Victorian Institute of Teaching; and a number of new graduates explored the issues highlighted through the online survey and considered possible future strategies aimed at enhancing and improving support for new graduates within rural schools.

This report details the outcomes of the online survey and the various discussions held with key stakeholders.

The following tables provide an overview of the rural new graduates who contributed to the online survey.



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School Size:

The survey respondents to the survey came from a variety of school sizes.

<i>Number of Staff within School</i>	<i>Number of New Graduates</i>
1 to 5 staff	8
6 to 15 staff	13
16 to 25 staff	10
Over 25 staff	18

In addition, each region and diocese was represented within the survey responses with good representation coming from each. No independent schools were included within the survey for 2010.

School Sector

<i>School Sector</i>	<i>Numbers of New Graduates</i>
DEECD Rural Schools	51
CEO Rural Schools	12

School Type

<i>School Type</i>	<i>Number of New Graduates</i>
Primary Schools	35
Secondary Schools	14
P-12 Schools	14

Other New Graduates within School

From the survey results there were a number of new graduates who found themselves within schools that had very few other new graduates within them – 23% of new graduates being the only new graduate within their school.

<i>Number of New Graduates within School</i>	<i>Number of New Graduates</i>
Only one	14
One other	11
2 to 5 new graduates	31
Over 5 new graduates	6

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The overall results from the online survey, and subsequent discussion, reflect the general finding of other research (eg SiMERR) in relation to rural education which highlights:

- *the further you get away from Melbourne the greater the intensity of the issues identified.*
- *The further you get away from a regional centre the greater the intensity of the issue highlighted.*



MY FIRST TERM

The first three to six months within a teaching position seem to be very important to the retention of teachers within education settings. If new graduate teachers' experiences are not a positive and supported one it is highly likely these people will look for opportunities elsewhere.

"No support, induction or discussion. Being left out of planning school events. Not being informed about upcoming school events. No knowledge of procedures, school policies – looking for another school

New Graduate 2010

Through the online survey, new graduates were encouraged to reflect on their first term within their position and consider the two most significant challenges they faced over this time.

Adapting to a new environment, gaining an understanding of the culture (both schools and community), getting to know the politics, teaching a class on my own, and often feeling lonely.	20
Teaching multi age groupings – and multi skill levels	13
Class management, Student behaviour	13
Time management – preparation, assessment, etc	13
Gaining an understanding of the policies, practices and approaches of education and curriculum – not always presented within our university programs. Eg VELS	12
Administration, report writing and Paperwork	7
Working with staff who are not into, or interested in, 21 st century learning	6

Initial Challenges:

As highlighted above there were a variety of issues highlighted however, three key challenges were identified.

The first and most significant challenge identified was the area of adapting to a new environment both within the school and within the broader local community. While all new graduates find a range of challenges within their first place of teaching across areas of school policy and practice, internal operations of the school, and the "politics" of the school, the added challenge for those in rural settings is that of gaining an understanding (and acceptance) within the broader community. A number of new graduates highlighted the challenge of working out the interface between their role as a teacher within the school and their involvement in the broader community (whether that be sport, recreation, or leisure) with little advice and support provided.

"moving to a new town has been challenging and getting settled while dealing with the multiple roles that I need to juggle as a teacher, footballer, and young person within a small rural town – and being scrutinised all this time."

This was especially highlighted in the area of social activities outside school – where many new graduates are only a few years older than the students they teach. New graduates are often invited to social events within their community that place them in a position where they are conscious of the impact their actions may have on their teaching role. In addition, limited access to social activities within the smaller rural communities was highlighted meaning that they had to travel to regional centres to access such activities – often long distances.

Many indicated that they would have preferred exploration of these issues, and their impact on teaching within a rural context, to be covered within the final year of their teacher training, or through their induction/orientation program.

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The University/Rural Cluster partnership initiative facilitated by the Country Education Projects' Rural Educators Network was highlighted as a great model to introduce new graduates to these issues. Through this partnership approach teacher trainees are provided with many opportunities to be involved in both rural school teaching and the broader community activities. As reflected by one respondent.

"as I finished my post graduate studies through the CEP partnership initiative this experience provided me with the knowledge I needed within a rural community. The biggest challenge was to adapt my teaching into year levels I hadn't had experience with"

The second challenge identified by rural new graduates focused on the makeup of classes, where they were often teaching within multi age classes. Graduates indicated that they were often not prepared for this within their teacher training program and their practical experiences had little exposure to this.

With a growing number of rural schools becoming P-12 education settings, and numerous rural schools (especially smaller ones) structuring their school around multi age groupings, the new graduates expressed a desire to have greater coverage of this within their teacher training programs.

"catering for every child's individual needs in a Prep to Year 4 classroom has been a real challenge. Adapting lessons to ensure every student is involved and engaged is a real challenge."

Thirdly, new graduates identified the area of class and time management, students' behaviour and the administration requirements of teaching as a challenge. When this was explored further with the new graduates, it was agreed that these challenges were not specific to a rural education setting.

Initial Support:

The online survey encouraged new graduates to highlight the general support they received in the first term of their teaching role. The support identified covered three key areas:

- (i) support provided by region or diocese
- (ii) support provided by a rural cluster
- (iii) support provided by individual school.

The survey responses highlighted that there is a variety of support activities provided across the state as part of their new teaching positions. They generally indicated that this support came from their school - initially provided by the principal, or assistant principal and then through leading teachers or their teacher peers through a mentoring approach.

There were however, a significant number (15%) who indicated they received little support initially and were often left to their own devices.

At a regional and diocese level, there was a great variation in relation to the support activities and programs provided to new graduates. This extended from a "full on" five year induction and professional development approach (compulsory) within one CEO diocese through to very little support and an ad hoc approach provided within another region.

Many of the new graduates indicated the focus of this support centred on education policy and current education priorities. They provided the suggestion that, while this support was greatly appreciated, there also needed to be time to allow for new graduates to discuss the issues related to being a new teacher within a rural education setting.

As part of this survey, CEP Inc contacted each region and diocese to ascertain what had been offered for new graduates at a regional or diocese level during 2010. A detailed outline of each is contained in the appendix of this report. From this documentation it is evident that the support and professional development provided to new graduates varies significantly from region to region, and diocese to diocese.

All noted that the VIT mentoring process and induction was part of graduate support and relied on schools to deliver this. Given it is a requirement the assumption is made it is being implemented. Responses from the new graduates indicate that this is not necessarily the case



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In conversations with regional/diocese staff a number indicated new graduate support provided through their office had decreased in recent times, or was about to decrease in the near future.

Rural new graduates indicated the most valuable initial support they received came through rural cluster activities and meetings. This support came in the form of both formal and informal support.

Informal relationships were built with teachers from other schools within the cluster where a range of opportunities for new graduates to share concerns, ask questions and discuss possible curriculum ideas was provided.

At a formal level, getting together with teachers involved in similar age groupings or curriculum areas allowed new graduates to gain information, share experiences and jointly plan and develop learning programs through a supported approach.

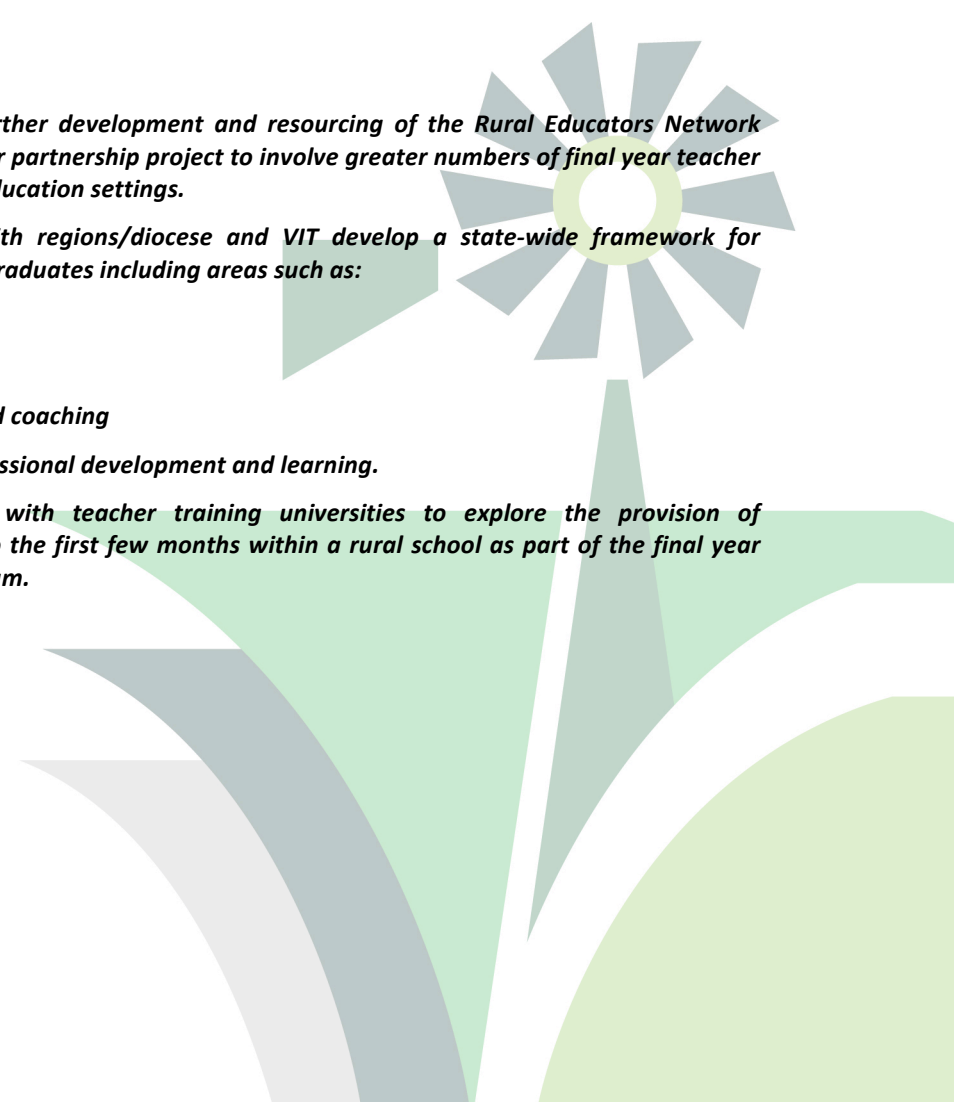
“meetings across our cluster have been fantastic and we get the opportunity to get together with other new graduates that we don’t have in our own school”

“ I am working as part of a cluster science and maths team – we work closely together planning and talking about the challenges of each lesson”

At an individual school, new graduates indicated teachers who were teaching in a similar curriculum area or similar age grouping generally provided the initial support provided for the first term. Many indicated this began with the principal or assistant principal providing an orientation or induction process to the school on the first day. Peer teachers or their mentor then provided the support following this initial introduction. Where new graduates were involved in a team teaching approach they indicated they received great support from the team. This generally occurred in the larger rural schools where specific teams were developed either at a year level or curriculum level.

However, support provided in the smaller rural schools seemed to vary greatly – much of this support was provided by the principal of the school and new graduates had little opportunity to share and discuss with other teachers involved in similar learning areas or year levels. This is where the cluster was highlighted as a real positive.

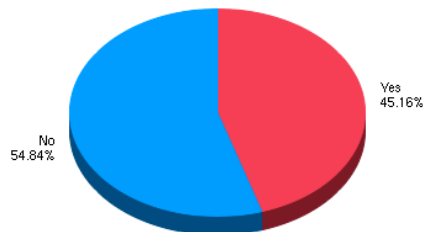
Future action:

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- (i) The expansion and further development and resourcing of the Rural Educators Network University/Rural cluster partnership project to involve greater numbers of final year teacher trainees within rural education settings.**
 - (ii) CEP in partnership with regions/diocese and VIT develop a state-wide framework for supporting rural new graduates including areas such as:**
 - i. Orientation**
 - ii. Induction**
 - iii. Mentoring and coaching**
 - iv. Ongoing professional development and learning.**
 - (iii) Discussions are held with teacher training universities to explore the provision of information relating to the first few months within a rural school as part of the final year teacher training program.**

VICTORIAN INSTITUTE TEACHING

Participation within VIT Programs

The rural new graduates were asked to reflect on whether they had been involved in any activities provided by Victorian Institute of Teaching. From the survey, there were less than 50% of new graduates who accessed activities provided by VIT since completing their teacher training program.

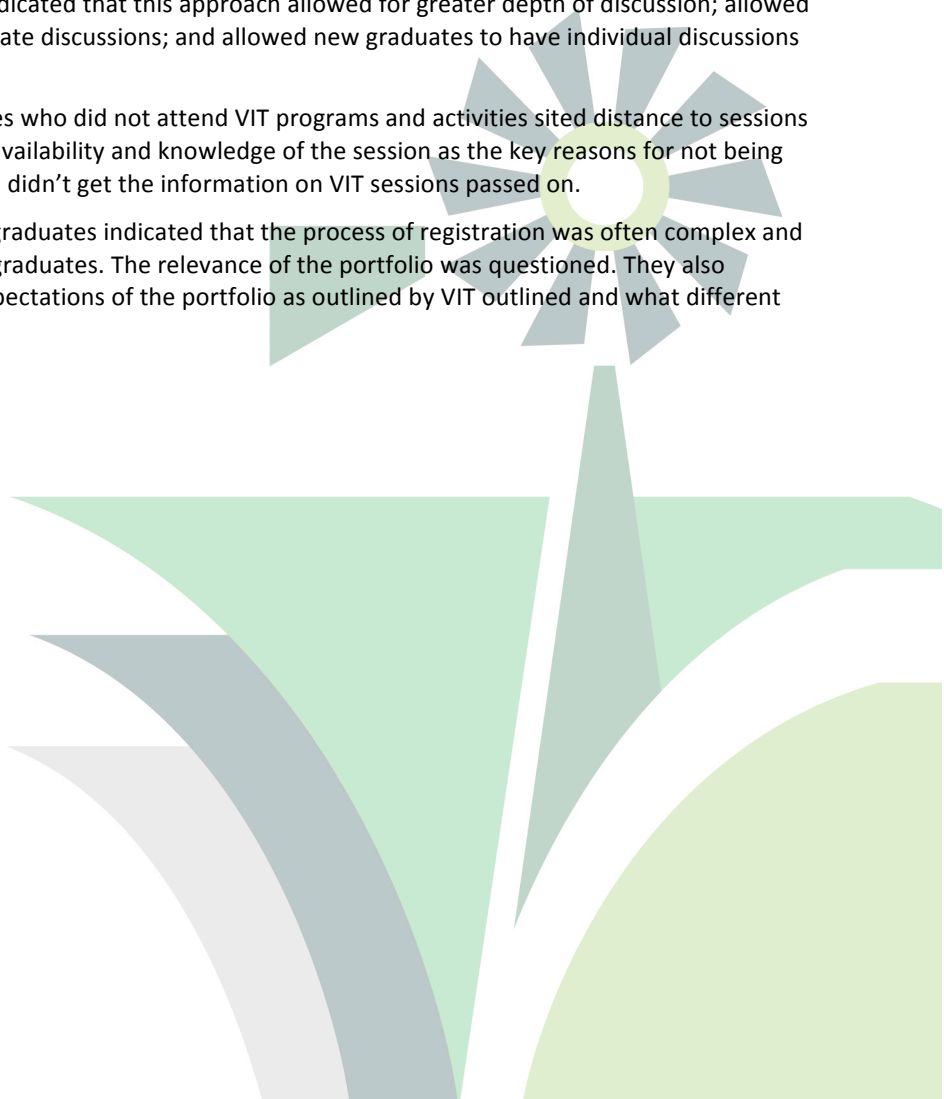


New graduates indicated the majority of the information sessions were offered as stand alone activities operating for approximately two hours and focusing on areas such as registration processes and requirements; development of portfolios; and the like. These sessions were offered in regional centres throughout the state and required new graduates in rural schools to travel to these locations.

New graduates within one diocese highlighted that the VIT session was provided as part of their initial new graduate professional development activity. They indicated that this approach allowed for greater depth of discussion; allowed VIT staff to be involved in other new graduate discussions; and allowed new graduates to have individual discussions with staff from VIT.

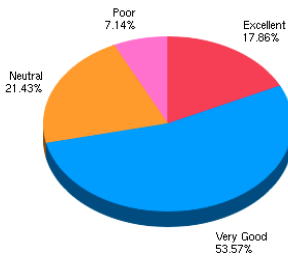
The information provided by new graduates who did not attend VIT programs and activities sited distance to sessions (predominantly in regional centres), time availability and knowledge of the session as the key reasons for not being involved. They commented that they often didn't get the information on VIT sessions passed on.

Further information provided by the new graduates indicated that the process of registration was often complex and bureaucratic and not always clear to new graduates. The relevance of the portfolio was questioned. They also commented on the conflict of different expectations of the portfolio as outlined by VIT outlined and what different schools would accept.



Value of Such Activities

Rural new graduates who attended the VIT information sessions indicated the sessions provided a valuable opportunity to gain information on a range of topics relevant to entering the teaching profession. The graph details their responses.



They indicated that these sessions provided valuable information on registration, the teaching profession and issues related to becoming a teacher.

There were a number of new graduates who indicated that these sessions could have been improved to utilise the time taken to get to such sessions. There were suggestions that more could be made of the sessions – for example, involvement of networks/regions, exploration of a support network for new graduates, and the like.

One specific suggestion was provided to link the VIT sessions with other new graduate activities occurring within their region. The example provided by one diocese of including these sessions into their new graduate forums could be utilised as a basis for future approaches in other regions and diocese.

Another suggestion included the consideration of other approaches to providing the information presented at the new graduate face to face sessions. While the face to face sessions were seen as very valuable for new graduates, suggestions were made that providing online, interactive information and discussion (including sessions on elluminate) were seen as options worth exploring into the future to address distance and time challenges.

Future Action:

- (i) That CEP discuss with VIT the development, and resourcing, of an online approach to supporting rural new graduates through the Rural Educators Network. (see section on Future Support for more information).**
- (ii) That VIT assess the relevance of current documentation requirements and in consultation with new graduates explore more streamlined and simplified processes.**
- (iii) VIT link with existing regional/diocese new graduate activities as a face to face strategy to provide information on registration for rural new graduates.**

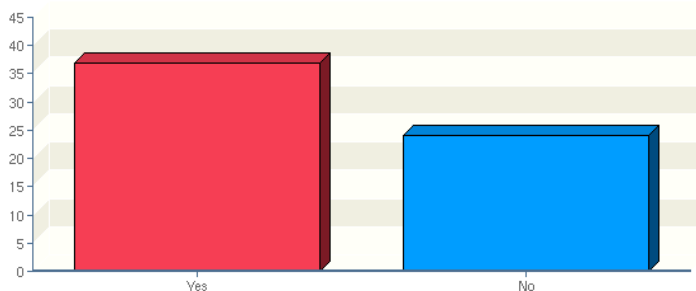


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INDUCTION PROGRAM

Provision of Induction

Of the 62 respondents to the survey, a total of 37 new graduates received an induction program from their school – leaving 25 new graduates not receiving such an induction.



The process of induction varies greatly from school to school and is perhaps more of an orientation program rather than an induction program. The majority of inductions were a one off activity generally provided within the first day or two of a new graduate's employment at the rural school.

Across the responses there seems to be a lack of understanding by schools as to what an induction process is and how it should be provided – many of the current induction programs offered seem to be more of an orientation program.

New graduates highlighted the main approach undertaken by schools was to go through the policy and procedures manuals of the school as well as taking a "tour" of the school. These sessions were generally provided by the principal.

A minimal number of rural schools provided a follow up session for new graduates during the first term. Once again this was facilitated by the principal of the school. This ongoing approach was appreciated by the new graduates.

In relation to regional, diocese, network induction programs, new graduates indicated that there was little occurring in this areas. The exception to this was two CEO dioceses who provided an induction program at a diocese level (either through a conference or one day forum held in Term 1) where new graduates were provided with a range of information on the diocese approaches, philosophy, and priority areas. These sessions also provided the opportunity for new graduates to meet diocese support staff and consultants. They were in addition to the individual school induction process.

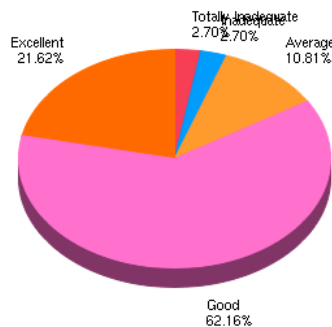
For those who had the opportunity to be involved in a regional/diocese induction activity indicated they were very useful and had put their "in school" work within a bigger education context. It was also seen as a valuable networking and support opportunity.

There was strong support amongst new graduates for an opportunity to be involved in a regional/state-wide induction program in addition to their school based one. This would allow them to gain a better understanding of education trends, policies, regional/diocese priority areas and provide the opportunity to meet with people and access resources available through the regional or diocese office.

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Value of Induction Program

The overwhelming response from new graduates to the induction program was positive.



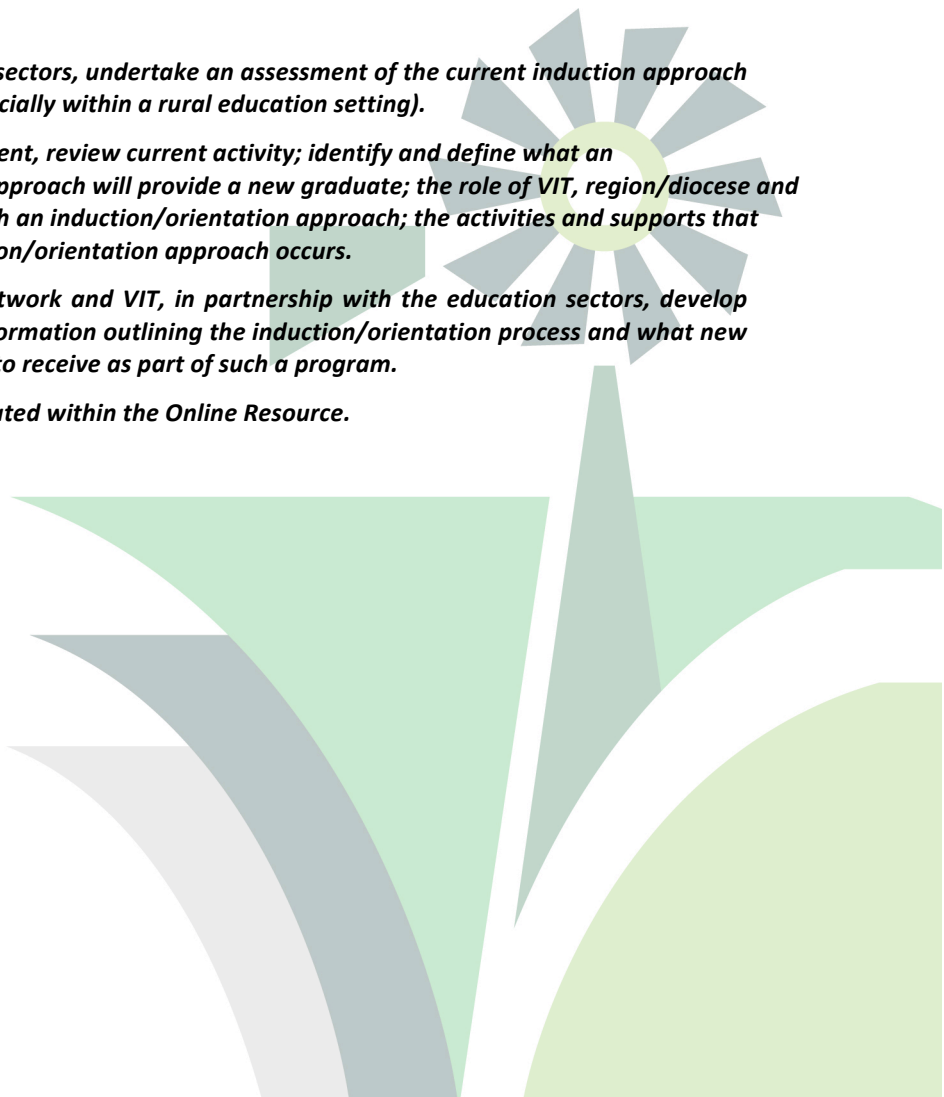
However, there were a small number who had a less positive induction experience:

“we were given paperwork outlining the guidelines and expectations of the school, we had a meeting with the principal, and were introduced to our teams. The teams were the ones that basically showed us through the nitty gritty”.

Once again there were a number of new graduates who indicated that it would be valuable to have a region/diocese induction process to gain an understanding of the “bigger picture”.

Recommended Future Actions:

- (i) **That VIT and education sectors, undertake an assessment of the current induction approach for new graduates (especially within a rural education setting).**
Within such an assessment, review current activity; identify and define what an induction/orientation approach will provide a new graduate; the role of VIT, region/diocese and schools in providing such an induction/orientation approach; the activities and supports that ensure a quality induction/orientation approach occurs.
- (ii) **The Rural Educators Network and VIT, in partnership with the education sectors, develop online resources and information outlining the induction/orientation process and what new graduates could expect to receive as part of such a program.**
Such information be located within the Online Resource.



MENTOR SUPPORT

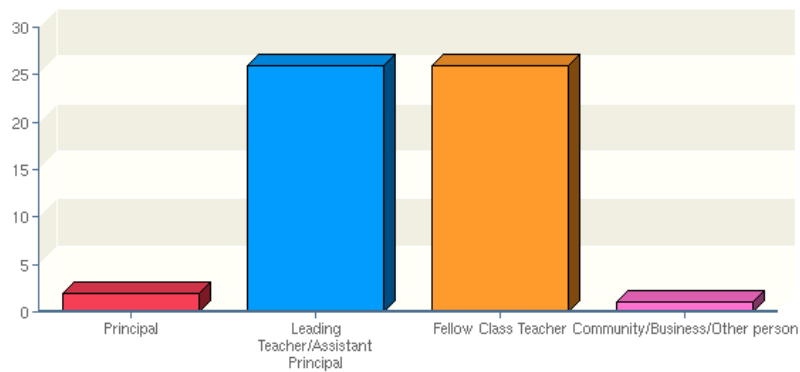
Mentor Allocation

The majority of new graduates were allocated a mentor as part of their induction program within the school.

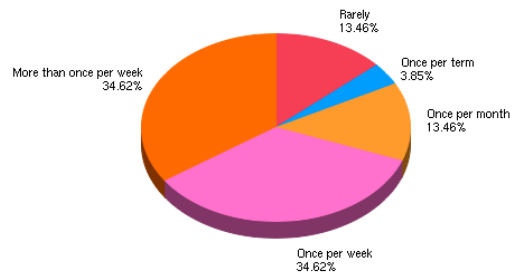
Mentor Allocation	
Yes	53
No	9

Mentors Position

Mentors allocated to new graduates generally were fellow teachers, or leading teachers, within their general learning area. The table below details the allocation of these positions.



The regularity of meetings between new graduates and their mentor varied from school to school. However, there was a strong indication new graduate met on a regular basis with their mentors – the majority on a weekly or fortnightly basis.

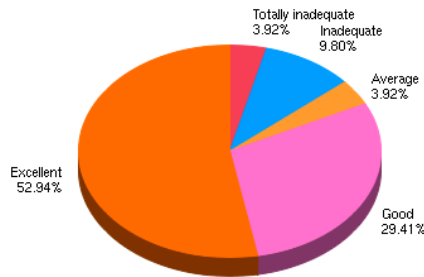


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Mentors Role:

For those new graduates who were provided with a mentor, there was overwhelming support for the role as indicated below.

They indicated it was extremely valuable, especially early in their teaching position, in providing support and information - to get to know the school, how it works, and a "shoulder to lean on".



The responses from the new graduates indicated there were a variety of roles undertaken by the mentor. Some mentors focused on fulfilling the requirements of VIT, while others focused on the professional learning and development of the new graduates.

The mentor sessions provided the opportunity to discuss what was happening within the school, any concerns the new graduates may have, and advice and guidance on how to go about things. See table below outlining the various roles the mentors provided new graduates

Guidance and Advice on school operations, administration tasks, etc.	9
Guidance and Advice on curriculum areas	8
Helping to solve problems	6
Professional dialogue	5
Bounce ideas off	2

"My mentor is the poor bugger who has to introduce the under prepared graduate to the world of teaching, so much of which is NEVER mentioned at university let alone addressed. University provided me with a lot of theory about how people learn but little about how to be a teacher"

While the overwhelming response from new graduates was the mentor role was extremely valuable, especially early in their new teaching role, there were a number of areas highlighted that they felt could be improved, or enhanced.

- (i) A small number of new graduates indicated that they were not satisfied with the role of the mentor. One case indicated that their allocated mentor had left the school early in Term I and they hadn't been provided with a new one.
- (ii) New graduates reported that there were cases where their mentor was also a new member of the school – meaning they were learning about the school and its operation at the same time.

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- (iii) A number of new graduates indicated that finding time to meet with their mentor was difficult with the number of other things happening within the school, and within education in general. The allocation of this time was often the last consideration in the week.
- (iv) In the smaller school environment, new graduates indicated that while their mentor (often the principal) had been great, they highlighted that it may become a conflict when the principals' role of performance review was undertaken. This could raise issues around trust, honesty, etc.

From this survey, there is a need to review the current mentoring role for new graduates and provide clarity as to the role and function of a mentor for new graduates.

A suggestion proposed by a small number of graduates was the development of an "external mentor" be provided to new graduates within a cluster of schools thus allowing for the opportunity for provision of support as well as professional development and learning. Such an approach could also address the conflict that could arise within a smaller school context.

Future Actions:

- (i) ***That VIT, education sectors and other key stakeholders, undertake an assessment of the current mentoring role for new graduates (especially within a rural education setting).***
Within the above assessment, review current mentoring activities and approaches; explore whether it is a mentoring or coaching approach; identify and define key areas for a successful mentoring/coaching approach for new graduates including the role of the mentor/graduate; expectations of the new graduate; time expectations; and mentor/coach training requirements.
The development of such a mentoring/coaching approach links strongly with, and builds on, the induction and orientation approach.
- (ii) ***CEP, in partnership with VIT and education sectors, explore and pilot an "external to school" mentor approach based on rural schools – especially for smaller rural schools.***



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PROFESSIONAL DEVELOPMENT

The large majority of new graduates indicated that they were encouraged to undertake professional development – with a large majority of them becoming involved in professional development activities within their school, cluster, network and region/diocese. The type of activities and how they were offered varied across regions and diocese with some focused on networks/clusters, others on individual schools, and others on a region wide activities.



The majority of new graduates indicated that they were informed of these professional development opportunities through their mentor in the first case, and secondly through their principal.

The breadth of professional development activities undertaken by new graduates was extensive with the majority of these activities being related to the classroom teaching role.

Specific Curriculum Activities	28
Specific Literacy and Numeracy	26
Behaviour Management	15
Student learning and engagement	15
Graduate Teachers activities (not in all regions/diocese)	10
Pastoral Care and Student well being	9
ICT and Ultranet	7

They indicated that these professional development activities occurred at two general levels:

- local school provision which represents the majority of the professional development involvement
- cluster or network.

The response from new graduates in relation to the value of the professional development, 93% indicated that the activities they attended were of great value and supported their teaching role within the school and classroom.

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There was some suggestion that with the professional development being focused at a school and network/cluster level, the idea of having access to broader professional development at a state-wide or national level would be of value to allow new graduates to be involved in activities that explored “bigger picture” issues and ideas.

In response to the question of future professional development needs there was a strong interest in a number of activities including:

- communication technology and its role in learning into the future.
- VELS workshops – some were suggesting that this needed to be included within their university training program.
- Literacy and numeracy
- Professional development activities that are rural friendly and not based in regional/metropolitan centres – perhaps the use of communication technology.

A number of new graduates indicated that there needed to be a greater focus within the teacher training programs around topics such as VELS, latest education policy, practical areas (eg report writing and curriculum development), multi age teaching and learning and student centred learning, students with special needs and communication technology enhanced learning.

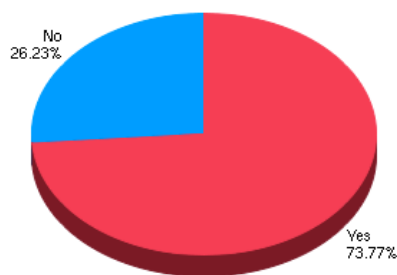
This suggestion included the idea of building partnership between rural schools and the universities so that education leaders from rural schools could present to teacher trainees on issues occurring within the education sector, the challenges, the developing ideas, and generally hearing about things happening in schools today.

As part of the survey, new graduates were asked to reflect on the opportunities they had in meeting with other new graduates from rural communities. This varied from region to region and diocese to diocese.

While the graph below indicates that new graduates do network with each other, the general feedback is that this occurs on an informal basis through the organised professional development activities, or through personal contacts that were established within their teacher training program.

However in a couple of regions/diocese there is the opportunity to be involved in regional meetings and gatherings. For example within one CEO diocese new graduates are supported to come together at conferences, professional development and general support throughout their first three years within their schools. On the other hand, in other regions/diocese this support is less planned and tends to occur on an ad hoc basis.

The table below details the involvement in new graduate meetings and networks.



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Future Actions:

- (i) *The teacher training universities, review their current course content to explore the provision of topics including***
 - i. Communication technology learning***
 - ii. Personalised learning***
 - iii. VELS and national curriculum***
 - iv. Student with special needs***
 - v. Multi age learning***
 - vi. Etc.***

- (ii) *CEP, in partnership with education sectors, explore the development of professional development activities for rural new graduates at a state-wide level, especially in areas such as 21st century learning and personalised learning.***

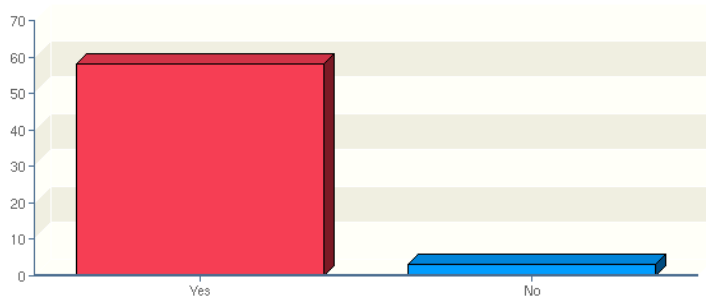


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FUTURE SUPPORT FOR NEW GRADUATES

Respondents were asked to reflect on the possible future support that could be provided for rural new graduates. Specifically, they were asked as to the potential an online network could provide in supporting their position and the challenges it brings.

There was an overwhelming support, and interest, for this concept. As the table indicates below the number of new graduates who would participate in such an online network is strongly supported.



As part of this reflection, new graduates highlighted a number of specific functions that an online network could provide including:

- social network component where new graduates could share issues, ideas and support one another.
- the promotion of professional development activities and opportunities available at a local, regional/diocese, state-wide, or national level.
- the sharing or learning activities and programs.
- providing links with guest presentations on identified areas relevant to new graduates.

Future Action:

That CEP, in partnership with education sectors and VIT, develop an online rural new graduate network within the Rural Educators Network, to provide a range of activities, information and support including:

- ***social networking where new graduates could share issues, ideas and support one another.***
- ***the promotion of professional development activities***
- ***the sharing or learning activities and programs.***
- ***providing links with guest presentations***
- ***the provision of documentation and activities as required by VIT***
- ***etc***

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NEW GRADUATE SUPPORT ACTIVITIES BY REGION AND DIOCESE

Below is a brief outline of the activities provided by regions and diocese during 2010. This information was provided by the relevant person within the region/diocese office.

Loddon Mallee Region:

- DEECD mentors for first time teachers
- Full day workshop for first year teachers in Mildura and Bendigo covering
 - Classroom management
 - Departmental focus areas
 - Literacy and numeracy
 - General reflection
- Term IV full day workshop: focusing on classroom management; planning for further development of skills; restorative practices; etc.

Hume Region

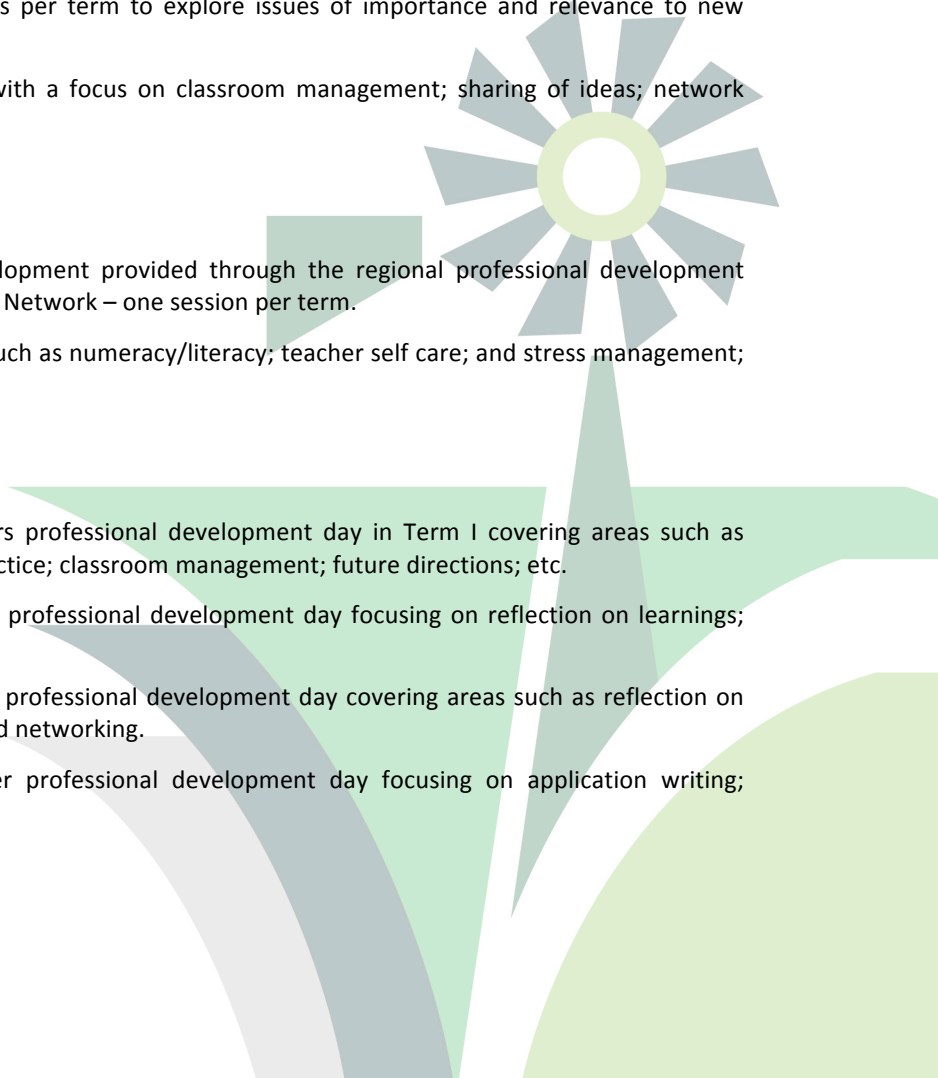
- Individual schools provide induction and mentors for each new graduate
- List of new graduates by network compiled and circulated
- Each network nominates two representatives to support new graduates within their network – aim is to have two after school sessions per term to explore issues of importance and relevance to new graduates.
- One day conference in Term II with a focus on classroom management; sharing of ideas; network support; and life work balance.
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Grampians Region

- New graduate professional development provided through the regional professional development program facilitated by the Central Network – one session per term.
- Sessions provided include areas such as numeracy/literacy; teacher self care; and stress management; etc.

Barwon South Region:

- Beginning and Returning Teachers professional development day in Term I covering areas such as current initiatives; restorative practice; classroom management; future directions; etc.
- Beginning and Returning Teacher professional development day focusing on reflection on learnings; data and assessment; etc.
- Beginning and Returning Teacher professional development day covering areas such as reflection on learnings; e5: ultranet; sharing and networking.
- Beginning and Returning Teacher professional development day focusing on application writing; reflection on learnings; etc.



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Ballarat Diocese:

- initial new graduate forum across diocese covering areas including VIT sessions; teaching in a catholic school; building student and self wellbeing; student management; literacy and integrated curriculum; numeracy; etc. This forum is held over two days and diocese consultants and support staff attend and run sessions for new graduates.
- Separate professional development day for second year graduates.
- Provision of new graduate support package including documentation for new graduates; mentoring; and principals support of new graduates within schools.
- Each school provides an in school mentor for each new graduate.
- Consultants from diocese office “allocated” new graduates to support and visit new graduate in their school regularly.
- One on one coaching and support provided on request from new graduate, staff member or principal.

Sandhurst Diocese

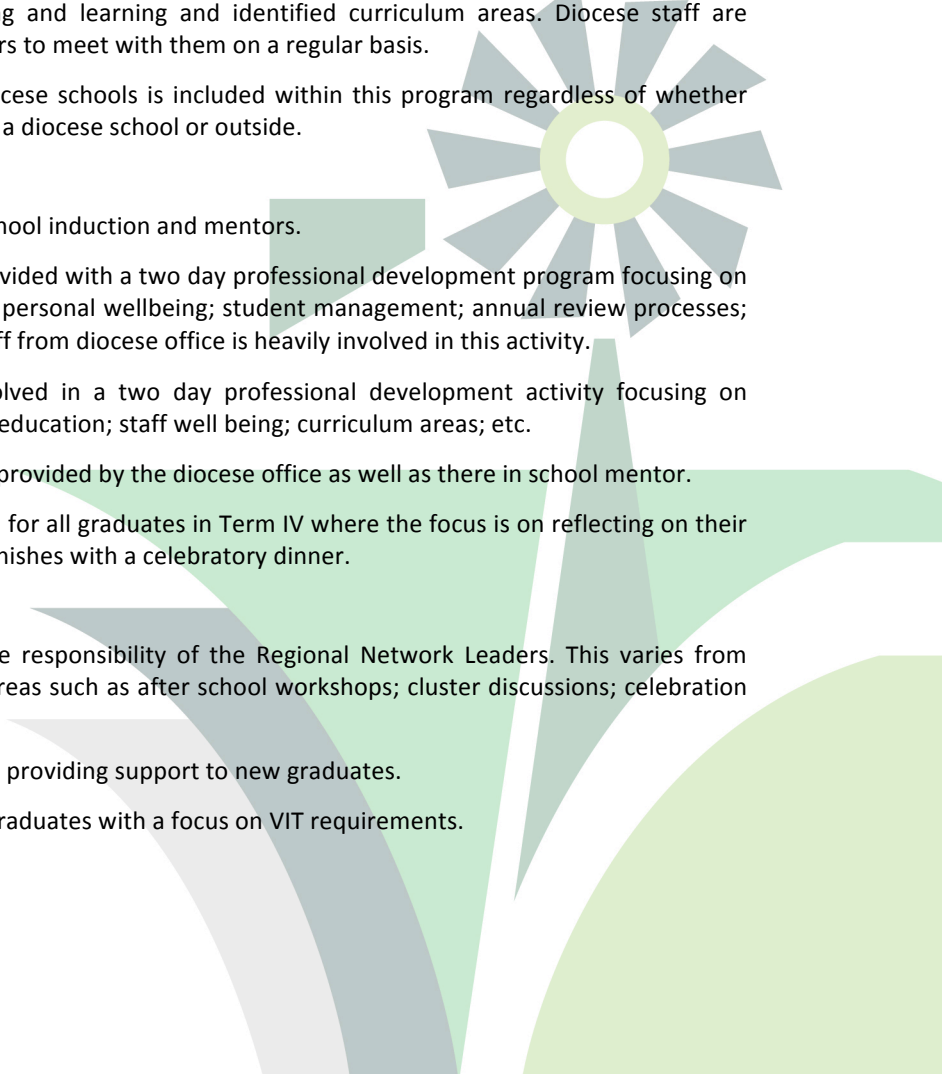
- All new graduates are provided with an induction and mentoring program provided by the individual schools.
- All first year new graduates provided with a two day professional development program including support staff and curriculum support people from the diocese office. Program has an identified theme as well as discussions around catholic education; literacy; good teaching and learning; etc. Development of new graduate networks.
- All first years are supported by a staff member from the diocese office with a regular visit to school to meet with new graduate – minimum of two visits per term.
- All 2nd, 3rd, 4th and 5th year graduates are involved in a diocese residential professional development forum focusing on good teaching and learning and identified curriculum areas. Diocese staff are allocated to teachers in these years to meet with them on a regular basis.
- Any staff member within the diocese schools is included within this program regardless of whether they started their teaching within a diocese school or outside.

Sale Diocese:

- New graduates have their own school induction and mentors.
- Secondary new graduates are provided with a two day professional development program focusing on areas such as catholic education; personal wellbeing; student management; annual review processes; specific curriculum areas; etc. Staff from diocese office is heavily involved in this activity.
- Primary new graduates are involved in a two day professional development activity focusing on classroom management; catholic education; staff well being; curriculum areas; etc.
- Each new graduate has a mentor provided by the diocese office as well as there in school mentor.
- A follow up one day forum is held for all graduates in Term IV where the focus is on reflecting on their development and learning. This finishes with a celebratory dinner.

Gippsland Region:

- Support for new graduates is the responsibility of the Regional Network Leaders. This varies from network to network but covers areas such as after school workshops; cluster discussions; celebration activities.
- Strong focus on individual schools providing support to new graduates.
- After school workshops for new graduates with a focus on VIT requirements.



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