



Six Case Studies of Innovative Approaches to Induction



The Australian Institute for Teaching and School Leadership (AITSL) is a national body established to promote excellence in teaching and school leadership. AITSL is committed to the key principles of equity and excellence in the education of all young Australians in order to cultivate successful learners, confident and creative individuals and active and informed citizens.

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- define and maintain standards for excellence in teaching and school leadership
- lead and influence excellence in teaching and school leadership
- support and recognise excellence in teaching and school leadership.



We are the innovation unit for public services. As a not-for-profit social enterprise we're committed to using the power of innovation to solve social challenges. We have a strong track record of supporting leaders and organisations delivering public services to see and do things differently. They come to us with a problem and we empower them to achieve radically different solutions that offer better outcomes for lower costs.

The Australian Institute for Teaching and School Leadership (AITSL) was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

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Introduction

AITSL commissioned the Innovation Unit, UK, to develop six case studies of innovative practice in induction. The case studies feature organisations within and external to education, both Australian and international.

This work builds on the Global Trends in Professional Learning and Performance and Development report (Horizon Scan), commissioned by AITSL and completed by the Innovation Unit in 2014.

The Horizon Scan report drew together sixteen features of innovative professional learning and performance and development. As induction should be an integrated part of professional learning and performance and development processes, the Innovation Unit found that these features also hold true for innovative induction approaches.



Each of the case studies provides an introduction to the organisation as well as outline of their induction approach and transferable principles and questions for educators. Graphic versions of the case studies are also available on AITSL's website.



Better People Make Better All Blacks:


Developing the whole person to achieve excellence in the New Zealand International Rugby Team


The All Blacks is an organisation of elite professional rugby players who are judged on the results of their collective performance and are expected to be the best in the world at what they do. They have a constant need to recruit and initiate new team members, and it can be only a matter of weeks between joining the All Blacks and being expected to perform at the highest possible level.


The response to this challenge recognises that culture-building and intensive character development are a crucial part of the team’s continued success. Newcomers are immersed in the norms, expectations and practices of the group, which are geared to find improvement in every aspect of their lives and are led by senior peers rather than management.


Developing a powerful historical narrative allows the team to bond around a set of core language and values. It also invites players to attach their personal hopes and aspirations to a collective meaning that feels bigger and more urgent than the sum of its parts.


Key Features



Collaborative



Face-to-face



Required



Facilitated



Situating


Personalised


Incentivised


Formal


Informal


Sustained

Innovation

- Highly intensive world class training
- Explicit focus on the team and the individual’s role within it
- Draws on internal and external assets/expertise

Transferable Principles

- Focus on values, tradition and culture
- Learn from past mistakes
- Utilise experience from within the team for challenge and learning

Who and where

All Blacks

Private Sector



Introduction to the organisation

Joining a tradition of excellence

The New Zealand national rugby team, widely known as the All Blacks, were the winners of the 2011 Rugby World Cup and at the beginning of 2015 were ranked number one in the world. One of the most successful teams in sporting history, the All Blacks have won 402 (76%) of their 526 test matches and are the only international team to have a winning record against every nation they have ever played. They are at the pinnacle of New Zealand's popular culture and the weight of public expectation on the team to be the best is unprecedented.

Part of the explanation for their continuing success is not just that they are revered for sublime athleticism and moments of breath-taking skill, but that they are equally respected for doing 'the basics' better than anyone else.

When a player joins the All Blacks they are given a small book bound in black leather. The first page shows a jersey from 1905, known as 'The Originals', followed by jersey after jersey of historic All Black teams up to the present day. Following this, the reader is reminded of the principles that underpin the ethos of the team, and to past heroes who have exemplified these values. The remaining pages are completely blank, waiting for the recipient to write their own story, their own legacy.

Induction into the All Blacks

Combining elite performance, character and culture

New team members join the All Blacks as accomplished players. By the time a player is being considered for the All Blacks, talent is a given. Selection therefore focuses on key statistics about a player's performance - high work rate and strong movement are preferred - and on his character: selectors look for players who are unselfish and display a sacrificial mindset.

After selection, induction continues to focus on developing technical skill and fitness to the highest possible level and attending to the growth of the 'whole person.' Induction also emphasises the culture and ethos of the team; what it means to 'wear the jersey' and to be part of a tradition that has significance beyond the field



HIGH CHALLENGE IS THE NORM FROM THE OUTSET.

TRAINING SESSIONS ARE DESCRIBED AS 'BRUTAL'

AND FAR MORE INTENSIVE THAN EVEN THE CHARGED

ENVIRONMENT OF A TEST MATCH.



Training for world class performance

The All Blacks embrace the principle of marginal gains, finding the 100 things that can be done just one percent better to get the win. This is an important principle in elite sport, where the margins between the performance of world class athletes or teams is very small. Achieving an additional one percent improvement on already high performance is hard to do. High challenge is the norm from the outset. Training sessions are described as 'brutal' and far more intensive than even the charged



environment of a test match.

Randomised playing scenarios and problem solving situations are used to 'overextend' players to prepare them for the unpredictability of live matches and to equip them with responses that are routine, automatic and instinctive.

Joining the All Blacks means living with high expectations and developing a very particular relationship with failure. The team regularly remember and revisit their losses, more so than their wins. Losses form part of their history, which they pass down from team to team, player to player. The All Blacks

expect to win and to be the best in the world. Not accepting or glossing over failure drives them on.

Inspirational coaching and mentoring

Peer relationships are highly valued and mobilised to support new team members as they learn the traditions of the team and the norms and behaviours expected of them. There is a set of high-level non-negotiable standards that are defined by senior players for new players at the outset. All Blacks believe that a player who makes the team great is better than a great player.

New players are often awarded their first All Blacks jersey by an iconic predecessor in their position. They are told by their hero that their task is to become the best All Black ever to wear that number.

Against this backdrop, peer leadership and peer-peer accountability within the cultural framework of the team have real power. For example, a leadership group of senior players, entrusted with key decisions and authority to enforce standards and behaviour, requires players who fall short to come before them to explain themselves.

The All Blacks see themselves as part of a global community of elite teams and invite coaching from others in this exclusive peer group. So coaches and players from, for example, the New York Giants and the Sydney Swans, are regularly invited so that new All Blacks can learn from their culture, standards and systems.

Individual personal development

Led by the All Blacks, all new rugby players joining a New Zealand Rugby Union franchised team are required to begin and maintain an independent personal profile; a 'living document' that charts their progress in key areas over the course of their playing career.

The All Blacks strongly believe that a well organised player, who is proactively developing career prospects outside rugby, has a strong financial plan in place and is taking responsibility to improve as a person, will stand the best chance of enjoying a successful professional rugby career and a positive transition beyond their playing days.

Support for the program is delivered through a series of Personal Development Managers who are assigned through regions or franchised teams.

Finding identity and purpose through shared narrative

In 1999, after a period of five consecutive losses, two senior players wrote what became known as the Black Book, a kind of handbook for new All Blacks. Kept strictly within the team, the Black Book became the cornerstone of All Blacks culture, a window into their collective mindset and "a system of meanings that everyone understood - a language and vocabulary and a set of beliefs that bound the group together" (Fitzpatrick, S., Fitzgerald, A., 2011).

The Black Book contained the collective wisdom and culture of the organisation, as passed down from generation to generation of All Blacks in the form of aphorisms such as 'No one is bigger than the team'.



NEW PLAYERS ARE OFTEN AWARDED THEIR FIRST ALL BLACK JERSEY BY AN ICONIC PREDECESSOR IN THEIR POSITION. THEY ARE TOLD BY THEIR HERO THAT THEIR TASK IS TO BECOME THE BEST ALL BLACK TO EVER WEAR THAT NUMBER.



Ritual is an important part of All Blacks culture, with the most recognisable example being the Haka, which is performed by the whole team before every match. First performed in the 1888/89 season, the Haka is a metaphor for the All Blacks' commitment to precision and intensity in their play and a literal challenge to their opposition. The Haka reminds players of their history and their connection to New Zealand. It reinforces their narrative of cultural legacy and invites each individual player to connect their personal experience of the performance to a sense of public purpose. The humility, expectation and responsibility that this brings lifts their game. It makes them the best in the world.

Questions for educators

- What would a marginal gains approach look like for teachers?
- Is it possible to codify a set of teacher traditions that are supportive of a high performance culture?
- How could teachers feel like they were connecting to a history or a legacy larger than themselves?
- Could schools do more to support the holistic development of its new teachers?



Knowing What To Do When No One's Telling You What To Do:

No formal induction at Valve Corporation

Valve is one of the most profitable and fastest growing technology companies, with a back catalogue of video games that are played around the world and a loyal following of millions of gamers who use Valve's platform to interact in games and to develop and share their own adaptations.

Valve offers no formal induction to new staff, relying on them instead to be bold, creative, self determining and motivated; characteristics that Valve values and looks for when recruiting. This is entirely consistent with Valve's organisational culture, which finds expression in the Valve Handbook, put together by established 'Valvers' to welcome new staff on their first day. Valve is a model for open and peer-led creative organisations.

Key Features



Collaborative



Face-to-face



Self-directed



Informal



Situated



Personalised

Innovation

- No formal induction or training
- Focus on employee ownership, self-determination and creativity
- Driven by understanding and responding to customer need

Transferable Principles

- Peer-led learning and collaboration
- Openness and devolved decision making
- Invest in and focus on recruitment

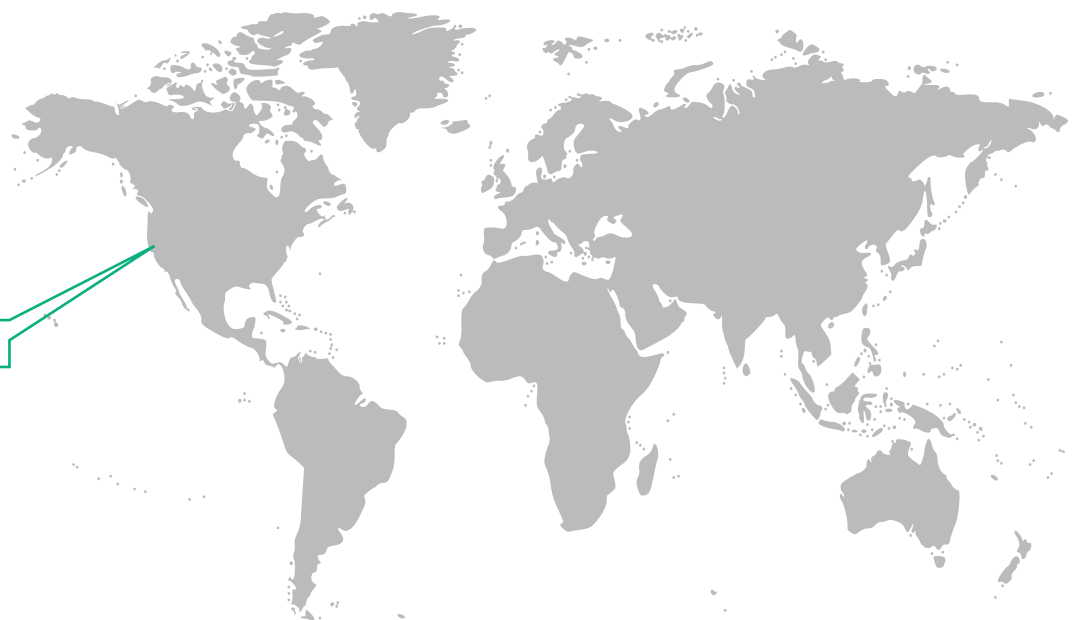
Who and where

Valve Corporation

Private Sector

Technology

Seattle, USA



Introduction to the organisation

Founded in 1996, Valve is a video games company based in Seattle, on the north-west coast of the USA. Most famous for best-selling games such as Half-Life, Counterstrike and Portal, Valve also provides Steam, a multiplayer and social networking platform that allows gamers to download and update games and to collaborate and compete over the internet using in-game voice and instant messaging. Gamers can also download Steamworks, a piece of software which makes it possible for them to modify games and share their 'mods' online through the platform.

In February 2015 there were 125 million active users of Steam accessing over 4,500 games. It is estimated that 75% of all games bought for the PC are downloaded via Steam.

Valve has been growing fast. Revenues grew by 100% in 2011; 50% in 2012; and 30% in 2013 with turnover now estimated to be around US\$1.75 billion. Valve is more profitable per employee than Google, Amazon and Microsoft. In June 2015 Valve had a staff of 330, with one or two new hires every month.

In many ways, the Valve story is far from unique. Rapidly growing tech companies with resulting large revenues and valuations are almost commonplace in the 21st century business landscape. What distinguishes Valve is its extraordinary organisational culture and the implications this has for induction.



**SIGNIFICANT AT VALVE IS THE OPEN
ALLOCATION SYSTEM WHERE STAFF
CHOOSE THEIR OWN PROJECTS,
LITERALLY MOVING THEIR DESKS...TO JOIN
THEIR PREFERRED PROJECT TEAM.**



Induction at Valve

Choose your own adventure

Valve is a completely flat organisation with no line management arrangements of any kind. Project teams are fluid and operate on a principle of open allocation, meaning that staff can and do move between

teams at will depending on their evaluation of which projects are worth spending time on and where they think they can make their best contribution. There are no job descriptions or role titles. Staff are expected to be both creative and analytical and are encouraged to think of themselves as co-directors of Valve, responsible for initiating new projects and developing new products. Everyone's job is to decide what would be best for their customers and do it. Risk-taking and mistakes are welcomed as learning opportunities and are seen as part of the story behind Valve's prolific and award winning output.

Despite the fact that Valve recruits only the most talented engineers and developers, figuring out how Valve works and how to fit in is a serious challenge for new staff. Without any advice or instructions a group of established 'Valvers' noticed that some of the same questions and issues were coming up repeatedly, and stepped in to solve the problem.

The Valve ‘survival guide’

Resistant to the idea of formal learning programs, which they believe ‘don’t work’ for senior and high performing staff who are generally self-improving, in 2012 the Valvers produced a handbook: a survival guide subtitled ‘How not to freak out now you’re here’.

The book encapsulates Valve’s guiding principles, and is designed to help new staff understand and navigate Valve’s quirky and sometimes counterintuitive ways of working.

1. Welcome to Valve (Your first day) - Valve ‘need to knows’ and what it means to work for a flat organisation

Welcome to Valve answers basic questions that a new member of staff might have, such as Who’s my boss? Where are the bathrooms? What time should I get here, take breaks, go home? Such questions are answered with the irreverence, intelligence and joy that characterise Valve’s culture, for example using cartoons that tease the new staff member for asking the ‘stupid’ question in the first place, while replying with a helpful response.

The handbook simultaneously acknowledges the idiosyncrasy of the professional environment and the challenge this presents to first timers, and supports the newcomer to get to information they need without compromising on the values and practice that make Valve special and successful.

2. Settling in (the first month) - deciding what to work on (and what not to work on), teams, working patterns, managing risk

Significant at Valve is the open allocation system where staff choose their own projects, literally moving their desks (they’re on wheels) to join their preferred project team. This section of the handbook explains the different criteria that established staff apply in making their choices and the implications for how teams work together for the different roles and skills that are required.

The handbook describes a competitive process of ‘natural selection’ in which projects seen as having the highest potential easily attract the right teams to deliver them, while other ‘slower burn’ projects can struggle to gather support. New staff are expected to engage in this marketplace from the outset, and to learn its rules fast and independently.



THERE ARE NO JOB DESCRIPTIONS OR JOB TITLES. STAFF ARE EXPECTED TO BE BOTH CREATIVE AND ANALYTICAL AND ARE ENCOURAGED TO THINK OF THEMSELVES AS CO-DIRECTORS OF VALVE, RESPONSIBLE FOR INITIATING NEW PROJECTS AND DEVELOPING NEW PRODUCTS.



3. Choose your own adventure (first 6 months) - roles, advancement, professional development

Without a hierarchy or an organisation chart through which to move up, career and pay progression in Valve is really about being able to get more of your ideas supported and attracting the best teams, so that you can launch the most successful products and generate the most revenue.

Understanding performance and getting feedback

There are two formal performance review methods:

- **An annual peer review:** A group of people, different each year, interviews everyone in the whole company, asking who each person has worked with since the last round of peer reviews and how the experience of working with each person was. The purpose of the feedback is to provide people with information that will help them grow.
- **Stack ranking:** Each project team works together to rank its own members. Relative positions are determined on the basis of four metrics: skill level/technical ability, productivity/output, group contribution, product contribution. This feedback contributes to decision making about pay and productivity rewards.

There is no official professional development program of any kind; however, most people leaving Valve feel they are better positioned than they were when they joined. Partly this is because of the intensive project team collaboration and the scope to develop new programs and projects at will. It is also a function of the multi-disciplinary environment, in which staff are encouraged to become 'T-shaped': generalists who are highly skilled at a broad set of valuable things (the horizontal bar of the T) but also experts, among the best in their field, within a narrow discipline (the vertical leg of the T). For example, even if they are not coders, most staff know something about coding, since coding is the most highly valued skill in the organisation.

To fully understand induction and professional development at Valve, it is also necessary to take into account its approach to recruitment.



At Valve: “Hiring well is the most important thing in the universe. Nothing else comes close. It’s more important than breathing. So when you’re working on hiring, everything else you could be doing is stupid and should be ignored!” (Valve handbook for new employees)

The instant it was published, the Valve handbook was immediately leaked to the internet, and attracted thousands of reviews declaring Valve the “best company ever”.

More importantly for Valve, the handbook has already helped shorten the time new staff take to assimilate into company culture.

“The response internally from new people and Valve veterans has been tremendously positive. Company culture is a result of a tremendous amount of energy. There’s a broad understanding that if we don’t put that energy into maintaining it, it’s very easy for it to erode.”

Greg Coomer, Founder, Valve

Questions for educators

- What are the implications of high-autonomy, high responsibility professional learning environments for new teachers?
- What would it take to support high potential teachers to be self-improving?
- What would a ‘Handbook for new teachers’ look like and what kind of information would it include?
- What are the aspects of the Valve culture that would support a swift and effective integration of new teachers into a school and into the profession?

Using gaming for faster, better, cheaper induction at Sky

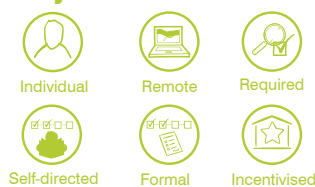
Get Up To Speed:

Facing high rates of employee turnover and high per-capita spend on face-to-face training, Sky recognised the need to take an alternative approach to induction. Not satisfied with merely improving, Sky set itself the target of becoming the best business in the world for customer service.

Sky's web-based pre-commencement program and extensive e-learning programs use the principles of flipped learning and game-based learning to ensure that all new staff arrive prepared and motivated for their new role.

This approach has been shown to reduce the 'time to competency' of new recruits and to reduce the overall spend on induction.

Key Features



Innovation

- Use of gaming and highly creative on-line content to engage and incentivise participation
- Building knowledge and motivation pre-commencement
- Significant reduction in costs of training due to the non-traditional approach

Transferable Principles

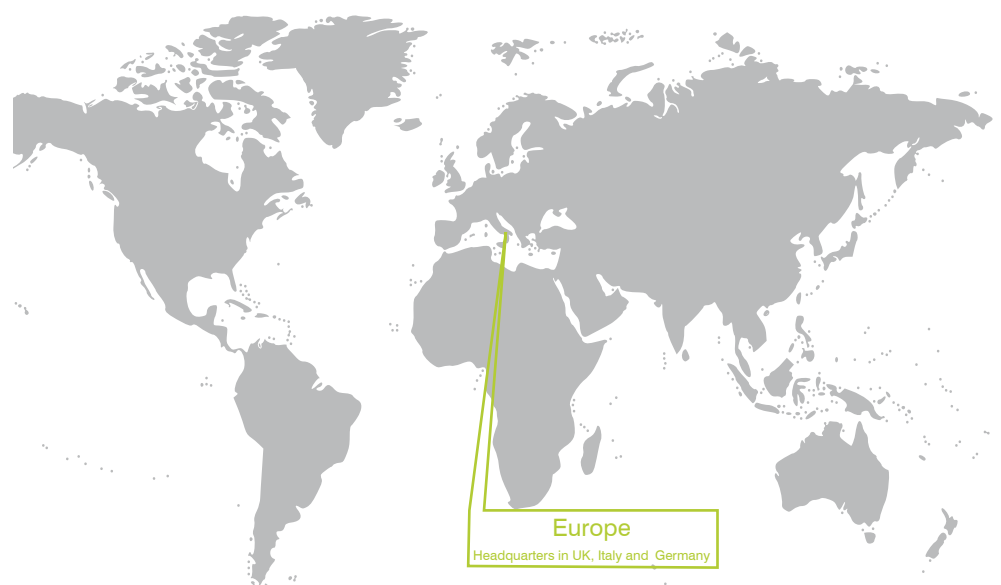
- Start learning early and make it fun
- Create an ongoing learning journey
- Seamlessly blend online with face-to-face
- Stimulate competition and create incentives through gaming and simulation

Who and where

Sky

Media entertainment company and largest pay-TV broadcaster in Europe.

Private sector



Introduction to the organisation

Attracting and keeping the best staff in a competitive and high-turnover industry

Sky is a media entertainment company with headquarters in the UK, Italy and Germany employing over 25,000 people. It is the largest pay tv broadcaster in Europe, with over 20 million subscribers worldwide.

One of the largest groups of employees, and key to its success, is Sky's customer advice team. Combining expert product knowledge to support high levels of retail sales and providing the first point of contact for technical support, the performance of Sky's customer advisors is critical to Sky's mission to 'deliver brilliantly'.

The call centre industry is renowned for high rates of staff turnover, costing businesses an estimated £1 billion a year in lost talent and wasted training. After an extensive review Sky knew that if it was to attract and keep the best staff and optimise their performance as quickly as possible, it needed to:



- reduce the overall duration of classroom based induction training – making pre-commencement learning more relevant, engaging and fun
- improve new staff's 'speed to competency' - reducing the amount of time before new staff were able to make a contribution of value to the organisation
- reduce the rates of early attrition amongst new staff - having new staff buy into and feel part of the 'believe in better' culture of ambition and innovation that Sky promotes.

Induction at Sky

Sky devised an induction program to enable new sales advisors to engage as quickly as possible with the organisation and its product and customer base. *Get up to Speed* is a highly motivating game-based online program, which new Sky call centre staff begin before they join Sky and continue to use throughout their Sky career. Since the new program was introduced, attrition has been halved; sales conversions are up; and costs for training have been dramatically reduced.

Making the most of early momentum and motivation: flipping the boring bits

Get up to Speed is a pre-commencement platform through which new staff can begin their induction in the run-up to their first day. It is a multi-channel portal providing all the essential pre-commencement information in bite size chunks, designed to ensure that new employees arrive on their first day with high levels of motivation and enthusiasm. In other words, as well as providing important information, *Get up to Speed* ensures new staff are in the perfect frame of mind to learn more about the organisation and their new role as soon as they join.

Sky's e-learning modules cover familiar content such as organisational structure, product knowledge and mandatory compliance requirements, for example health and safety procedures. Learning like this is efficient for the organisation, reducing the amount of expensive classroom time required and allowing trainers to 'flip' learning, making more time available for collaborative group work with a focus on job related learning, rather than information sharing and compliance training.

Doing what Sky does best: designing brilliant content

The solution had to be engaging. *Get up to Speed* required new starters to complete up to ten hours of discretionary learning online before they even joined Sky. So to



SINCE THE NEW PROGRAM WAS INTRODUCED,

ATTRITION HAS BEEN HALVED; SALES

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make sure the dull-but-necessary content was properly covered, Sky brought all their creative and digital know-how to bear to design an e-learning adventure involving quests, competitions and roleplay in virtual worlds.

In *Alternative Dispute Resolution*, for example, new staff enter a fairytale world where they must solve a series of challenges and collect enough magic crystals to save a princess. They also practise their customer service skills using video-based simulations in which they interact with a series of fictional customers, building confidence in responding to typical questions and queries. *Countdown to Sky* keeps them focused on moving forward through the modules, while a leader-board system stimulates healthy competition between new staff as they follow the self-directed learning program.

Blended and connected learning in the real world

Once they begin working at Sky, new staff continue to use the platform, which opens out to offer choices from over 400 learning modules that have been developed over time. In addition they are encouraged to use embedded social networking tools to receive and offer peer support from other new staff going through induction and to connect with more experienced colleagues to ask questions and advice.

Sky wants its staff to live and breathe the products and services they are talking about, and for customers to feel their passion for all things Sky. So as part of their induction every new member of staff receives free access to the full range of Sky TV and broadband services.

Encouraging growth and accreditation

Sky commits to ensuring staff are formally recognised for their achievements by a professional body, as well as supporting them to keep their skills up to date through continuous professional development. After induction, Sky funds all new staff to take

part in a six month Aspire program, which covers selling skills, account management, regulation and compliance and customer relations and is accredited by the Institute of Customer Service. Completion entitles staff to membership of the Institute, which gives them to access Continuing Professional Development provided by the Institute, along with regular industry updates and research insights.

Cost savings and improved performance

Get up to Speed was introduced to decrease expensive classroom training, reduce the time before new staff became effective and increase the number of new staff who stayed on to work at Sky.

After the first year of the program:

- sales conversions for new starters increased in week one (from 34% to 38%)
- 37.5 hours were saved in training each recruit, which amounts to a potential saving of 75,000 hours a year
- advisors were classed as 'competent' at least one week earlier than before, despite a 25% reduction in face-to-face training time
- the attrition rate of new employees in the first 13 weeks of starting the job reduced from 4% to 2.6%
- around £1 million a year has been saved in induction costs, increasing to £2.7 million per year across the organisation as a whole. Return on investment for this redesign of the induction program was achieved within six months
- in 2014 Sky achieved the highest satisfaction scores for customer service and the lowest number of complaints per thousand customers

Questions for educators

- What kind of content could be 'flipped' such that new teachers join their school informed and engaged in their new role?
- Sky's natural strengths are creating engaging content and using digital know-how. What are the inherent strengths of schools that they could capitalise on during teacher induction? Do designers of professional learning for teachers apply evidence from research and practice on what makes for engaging learning?
- How could the teaching profession better enable professional learning through the use of digital technology, for example by using simulations?

Induction in the context of rapid growth:

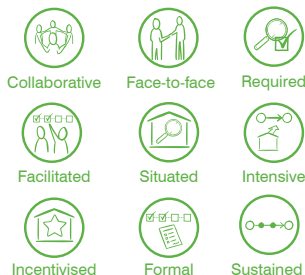
Ensuring the quality of culture and practice, School 21

School 21 has a distinctive culture of high expectations and radical pedagogy, which creates an environment of high challenge for new staff joining the school. Rapid growth has meant that each year a large intake of new staff has the potential for negative impact on the school's culture and on the student learning experience, which would be hard to recover. Despite these challenges, School 21 is a high performing school that is setting the standard in the UK for pedagogy that produces deeper learning.

Induction at School 21 places equal emphasis on instilling beliefs and values, and developing technical expertise. New staff experience School 21 from a teacher and a learner perspective, and play their part from the outset in the collaborative planning, learning and peer review processes that characterise professional practice in the school.

A strong emphasis is placed on establishing positive and supportive professional relationships.

Key Features



Innovation

- Development of 21st century teachers for 21st century learning
- Explicit focus on the team and the individual's role within it
- Draws on internal assets/expertise

Transferable Principles

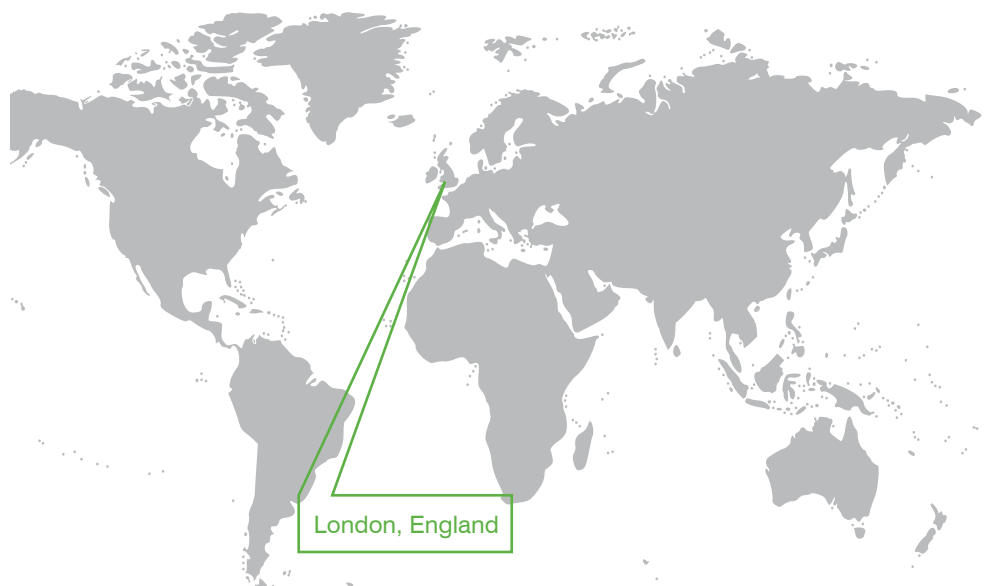
- Combine technical expertise with a focus on culture and values
- Learn through doing
- Learn with and alongside colleagues
- Develop high level skills - become a master

Who and where

School 21

Public Sector

Education



Introduction to the organisation

A unique learning environment

School 21 is a new, government funded, all age (4 to 18) non-selective school serving a low socio-economic area of east London in England. The school provides a radical new learning environment, designed to prepare children for success in the 21st century.

Learning is organised around six student attributes and three teaching foci.

The six attributes that they hope students will acquire are:

- Professionalism: being ready to learn
- Expertise: mastering the basics
- Craftsmanship: making beautiful work
- Eloquence: finding your voice
- Grit: overcoming setbacks
- Spark: creating new things

The three teaching foci and approaches are:

1. Oracy

At School 21 there is a speaking curriculum which ensures an explicit focus on teaching students to use spoken language effectively, just as they learn how to use written language and the use of numbers. There are dedicated lessons in the timetable for them to learn these skills, known as 'oracy' lessons.

2. Well-being

School 21 emphasises effort and grit and a 'growth mindset' (over innate intelligence) as the route to success in learning. Growth is a strong and explicit theme in the culture of the school: children are supported to grow as human beings, grow intellectually, grow in maturity and in character.

Every member of staff is trained as a one to one coach, able to engage children individually in meaningful conversations where the child does 95% of the talking and the adult listens and asks simple probing questions.

3. Project-based learning

At School 21 teachers and students collaborate through real-world projects to produce work of genuinely high quality that has value outside the school as well as within it.

School 21 identifies 5 key elements of any great project:

1. A driving inquiry question: An intriguing starting point or essential question that gets students wondering, exploring, discovering.
2. A grounding text: This could be a novel, a play, a poem, a piece of art or music. Something to stimulate deep, immersive learning.
3. Multiple drafts: Beautiful work is the result of multiple drafts and critiquing from peers and teachers that help a student to reach new heights.

4. A meaningful end product with real world value: Projects with a tangible link beyond the realm of the classroom.
5. An exhibition: A student must be accountable for their work to a wider audience than just their teacher or their class.

These approaches indicate the very particular requirements of a School 21 teacher:

“If we want children leaving school with a toolkit of knowledge, ideas, attributes and skills to succeed in the 21st century, then we will need to teach in different ways. That will require a new kind of teacher – a 21st century teacher.

At School 21 we have recruited the finest teachers who believe in this kind of teaching, who want to teach “the whole child”. These teachers are coaches and mentors, project designers and subject specialists, teachers of English Language and well-being. They are collaborators and forward planners. They have a spirit of enquiry about them. Above all else they are constantly learning – reading widely, observing others, finding new ways of unlocking the potential of every child.”

School 21 opened in 2012 and in 2014 had its first ‘Office for Standards in Education’ inspection, achieving ‘outstanding’ in all categories.

Induction at School 21

Learning by doing

At School 21, high expectations of learners and teachers are at the heart of a culture of achievement that envisages a successful future for every child. Induction therefore places equal emphasis on technical excellence in specific pedagogical approaches alongside a requirement to adopt and contribute to the positive culture of the school.



Induction proceeds in three formal stages:

1. A day in the life of School 21

During two days at the end of the term before any new teacher is due to join they take part in a 'day in the life'; an immersion experience intended to give new staff an insight into how teachers and students interact and how the different parts of the curriculum and timetable combine to create the school's unique learning environment.

2. A day in the life of a School 21 student

During the holidays before a new teacher starts, experienced staff stage a simulated school day in which new teachers become the students. They take part in assembly, in coaching and in a typical lesson, for example, one with a strong emphasis on developing oracy.

They also give an 'Ignite speech', which practices the oracy skills that students are supported to develop through the speaking curriculum. An 'Ignite speech' is five minutes on a subject close to the speaker's heart, accompanied by 20 slides that revolve behind them. Students practise their 'Ignite speeches' for public performance to friends, family and peers.

3. Planning week

In the week before term starts new and experienced teachers work together in a formal program of planning and project tuning to put together high quality projects and resources for the year.

These are immersive sessions in which the whole staff comes together in teams, modelling the collaboration that is a core feature of professional practice at School 21. Teachers routinely use many of the techniques of project-based learning in their planning, so new teachers are also practising the new skills they will need when school starts.

Learning from experience

Experienced staff give new teachers an insight into what it feels like to be a learner in the school and model the expected standards of practice and behaviour. They give practical expression to the culture and values of the school in ways that new staff can access and emulate, as well as practical advice about how the school works.

In addition to the formal stages of induction, from the moment of appointment each new teacher is assigned a partner from amongst the established teaching staff who follow a program of informal contacts to build a relationship that will welcome and support the new teacher when they actually join the team. Every new teacher regularly hears from their partner with reading material; they meet for coffee; and they receive guidance personally from their partner for the induction program.

Growing the school and protecting the culture

Balancing a commitment to radical new approaches, excellence in teaching and learning, and rapid growth of the school to achieve target enrolment has presented a serious challenge to School 21's leadership team.

In 2015-16, 15 new teachers joined the secondary school (a 57% staff increase) and

13 joined the primary school (a 60% increase). Although these figures seem daunting, in fact in School 21's short history, these percentage increases are modest. In the years between 2012 and 2015 the initial staff of three (including the Principal) has grown to 46. Against this backdrop, it is unsurprising that considerable investment has been made in managing the induction of new teachers.

At School 21 induction processes are changing and developing over time. In 2013-14, induction at School 21 was almost identical to whole school professional development, primarily because almost all teaching staff were new to the school, none of whom had taught using the kind of innovative project-based pedagogy that was the aim at School 21.

In the early years, the primary method of professional learning was 'teaching and learning trios' who would plan together, jointly observe lessons, critique each other's practice, and present to staff on key aspects of pedagogy. Over the last two years the school has diversified its induction offer by bringing in new 'modalities' of learning – from project tuning protocols to peer critique of student work – the offer for new teachers is fast becoming as engaging and rigorously designed as the learning of students.

The first term

School 21 has an extensive and detailed professional learning program geared to achieving mastery in the pedagogical techniques that make the school special and successful: one-to-one coaching; teaching oracy; and project-based learning.

The school has defined a set of design principles that underpin professional learning at the school:

- Blended: Effective teacher learning combines immersive experience, practical application, robust dialogue and engagement with research.
- Project based: Modules with clear enquiry questions and products to be shared.
- Outcome rather than input focused: Time can be liberated if outcomes are prescribed and timelines fixed.
- Professional sharing: All teachers take responsibility for collating their work, presenting it in an accessible way and disseminating it widely. This develops a strong community of practice.
- Every teacher a teacher trainer: School 21 views its greatest strength as its common experience and practice.
- Peer accountability raises standards: Deep professionalisation relies on peer review and critique.
- Differentiated: Teachers are at different stages of development in different aspects of pedagogy.

“EXPERIENCED STAFF GIVE NEW STAFF AN INSIGHT INTO WHAT IT FEELS LIKE TO BE A LEARNER IN THE SCHOOL AND MODEL THE EXPECTED STANDARDS OF PRACTICE AND BEHAVIOUR.”



New teachers follow a series of six-week blended learning modules, which are available at two levels: Level 1 is for embedding core practice and Level 2 focuses on depth and self-directed enquiries, which contribute to the knowledge capital of the school.

Teachers collaborate and coach each other through the modules, often choosing to repeat them to refresh their skills. Great value

is placed on contribution to colleagues' learning; so new teachers are extremely well supported as they work through some of the deeper practice learning challenges.

This is just as well, since learning for new teachers is intensive. The expectation is that new teachers will be growing in confidence in the School 21 approach by the end of their first term and prepared to move towards mastery, and be able to support others, during their second year at the school.

Questions for educators

- Should schools develop an induction offer that focuses on the most distinctive aspects of their pedagogy?
- How can different kinds of induction activity better prepare new starters for the varied roles of the 21st century teacher?
- Just as designers seek to understand the users of their products, what kinds of support would help new teachers deeply understand the challenges and opportunities in the lives of students and their families?
- What would it look like if induction training programs mirrored the principles of the high quality learning we aspire to create for all students?

Networked learning enabled by technology:

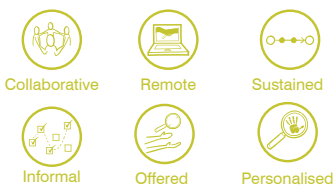
Succeeding@IBM

As one of the largest employers in the world, with staff in 170 countries and a business focussed on continuous innovation and invention, IBM faces a constant challenge to recruit and train high performing staff. There is a clear imperative for induction to support not just the mastery of highly technical skills, but also norms of entrepreneurial and collaborative working which allow IBM to thrive in such a dynamic sector.

IBM's induction program is integrated with professional learning throughout the organisation; it is part of the culture of the place – 'the way we do things here'. By extending the induction program to two years and creating strands that attend to the technical, cultural, personal and historical aspects of learning, IBM ensures that new starters are supported to grow into flourishing 'IBMers'.

Learning is driven by IBM's greatest strengths: its people and its technology expertise. As such, new starters are seamlessly integrated into a web of tools and networks that support employees to collaborate and jointly develop their practice, often accessing expert advice from IBMers on the other side of world.

Key Features



Innovation

- Collaboration-driven rather than content-driven
- Induction into the organisation and its opportunities, rather than the role
- Low cost and user driven, drawing significantly on existing assets (e.g. experienced staff)

Transferable Principles

- Foster commitment and community
- Focus on creating a coherent culture
- Facilitate and enable collaboration
- Utilise experienced staff

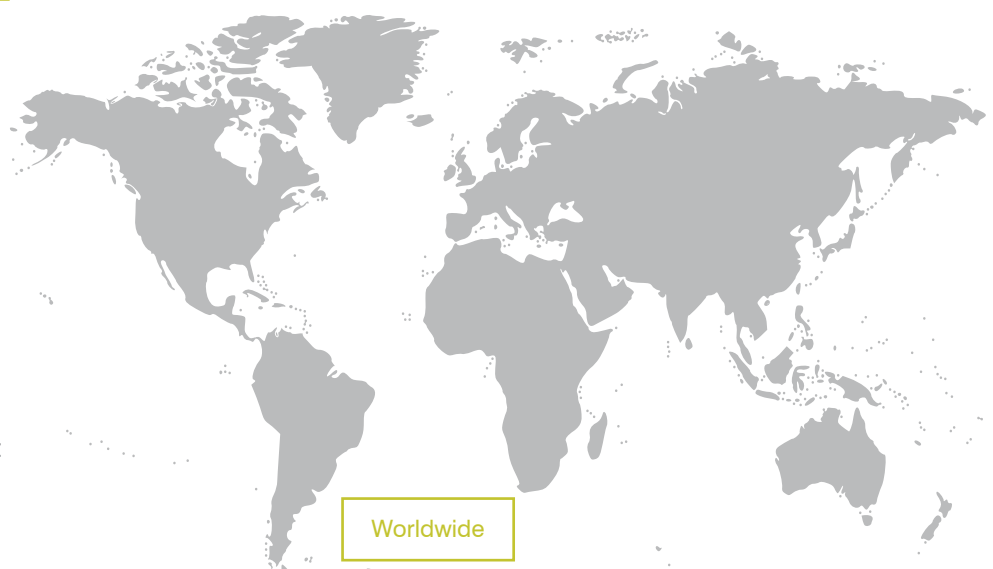
Who and where

IBM

A global technology company operating in 170 countries

Private sector

Around 430,00 people work for IBM worldwide, making IBM the world's 12th largest employer



Introduction to the organisation

A rapidly growing and diverse workforce

IBM is a global technology company operating in 170 countries. Around 430,000 people work for IBM worldwide, making it the world's 12th largest employer.

Founded in the USA in 1911, it became best known in the 20th century as a manufacturer of data processing equipment and later, computer hardware and software. More recently, IBM has become a global leader in cloud-based computing and runs a successful consulting business in the technology sector.

IBM has an annual revenue of \$92.8 billion and continues to grow and innovate year on year. In 2014 IBM had been granted the most US patents of any company in the world, for the 22nd year in a row.

Since the turn of the century, IBM's growth has been largely driven by buying up successful companies around the world and selling off parts of the business that aren't thriving. One effect of this has been to create a whole new generation of 'IBMer' in a very short space of time. Around half of IBM's workforce has been with the company for less than five years and 65% now live and work outside the USA. Forty per cent of IBM employees work away from a physical IBM location and there are around 100,000 contractors.



FROM THE EARLIEST DAYS OF THE COMPANY IBM WAS NOTED
FOR CREATING AND SUSTAINING A STRONG SENSE OF
COMMUNITY AND BELONGING AMONG STAFF.



An emphasis on culture

Rapid growth in numbers of staff, expansion in the range of routes by which people can join the company and diversity in working arrangements would present urgent challenges to any organisation. However, these are challenges that have particular resonance for IBM because of the company's commitment to establishing a coherent company culture.

From the earliest days of the company IBM was noted for creating and sustaining a strong sense of community and belonging among staff. Thomas J. Watson, company president from 1914-1956, is thought to be the first business leader to truly understand the importance of workforce culture, which he demonstrated with his pervasive THINK! campaign. THINK! made culture manifest using strong internal marketing and communications alongside extensive staff induction and training to ensure that all IBM staff were clear and confident about the company's core message.

A class of 20 men first graduated from IBM's sales training program in 1916. That same year, Watson appointed IBM's first manager of education. By 1918, more than 70 managers were enrolled in IBM's executive training program. These were the first of hundreds of education and training programs for employees, customers and executives that would eventually become a touchstone of IBM's culture.

Today IBM spends over US\$574 million a year on staff development, resulting in more than 28.6 million hours of blended learning and is ranked among the best companies in the world for education: “best in building talent, best in learning program results, best in use of virtual learning, and best in leadership development.”

Induction at IBM

Upgrading induction for the 21st century

With a rapidly transforming workforce and an increasingly complex working environment, IBM realised that their established approach to induction, Your IBM, a 30-day program focusing on providing information about the company, was no longer fit for purpose. There was simply too much information to digest, overwhelming inductees.

After an 18-month review and design process a new and enhanced induction program, Succeeding@IBM, was launched.

Succeeding@IBM is broader and more ambitious than anything that has gone before in the company. It is a two-year learning program that helps new staff find their way around the vast range of options and opportunities that are available in IBM.

Succeeding@IBM works on a principle of ‘deferred content’, emphasising learning about culture and context through networking over formal information sharing. The new program is suffused with technology, giving new staff access from the very beginning to the platforms and social networking tools that experienced IBMers use to connect, learn and improve. By becoming an active networker from the outset, new staff are supported not just to learn what they need to be successful in their current job, but to also get a glimpse into their future with IBM.



Online learning with a personal touch

Induction through Succeeding@IBM takes place in four stages, all delivered online.

Discover IBM offers customised learning plans through which new staff learn about IBM's values, history, people and businesses, with participants exploring the following:

- What does it mean to be an IBMer?
- How can I develop a better understanding of how IBM operates and how I can contribute?
- How can I effectively collaborate and connect across IBM?
- What does it mean to develop myself and grow my career?

Share and Connect enables new staff to collaborate with each other and with experienced IBMers to build support networks and find career and technical guidance and expertise.

Collaboration is at the heart of IBM's approach to workforce development, and is considered to be a critical competency for all staff. In an organisation where a significant number of employees work remotely, establishing virtual interpersonal relationships is an important part of induction.

The company hosts a number of social networking tools for IBMers in their first two years. Instant messaging and internal applications that function much like Twitter and Facebook, providing access to the people and information they need to make this critical time as productive and valuable as possible.

New IBMers are part of the Royal Blue Ambassador Program. This 30-day program connects every new IBMer to an experienced employee who acts as an advisor or buddy helping new staff adapt quickly within IBM.

After the first month new staff join the Grassroots Community, described as 'a group of proud and passionate IBMers who have come together to form a collaborative community to assist new IBMers transition into the workplace'.

New 2 Blue communities offers new staff a 'virtual cohort', and provides them with a structured way to build a network of friends within the organisation.

“

IT IS A TWO YEAR LEARNING PLAN THAT HELPS NEW STAFF
FIND THEIR WAY AROUND THE VAST
RANGE OF OPTIONS AND OPPORTUNITIES
THAT ARE AVAILABLE IN IBM.

”

Grow My Career is part of CareerSmart, an integrated suite of software designed to improve efficiencies, develop skills and improve potential career advancement. It lays out a roadmap for how staff can pursue different learning and career paths from the moment they join the company.

IBM encourages staff to think broadly about their future plans from the very beginning of their career. The company employs thousands of people in sales, technology, research, communications and business and finance, and opportunities to move between these disciplines are made explicit with the necessary support for professional development made available.

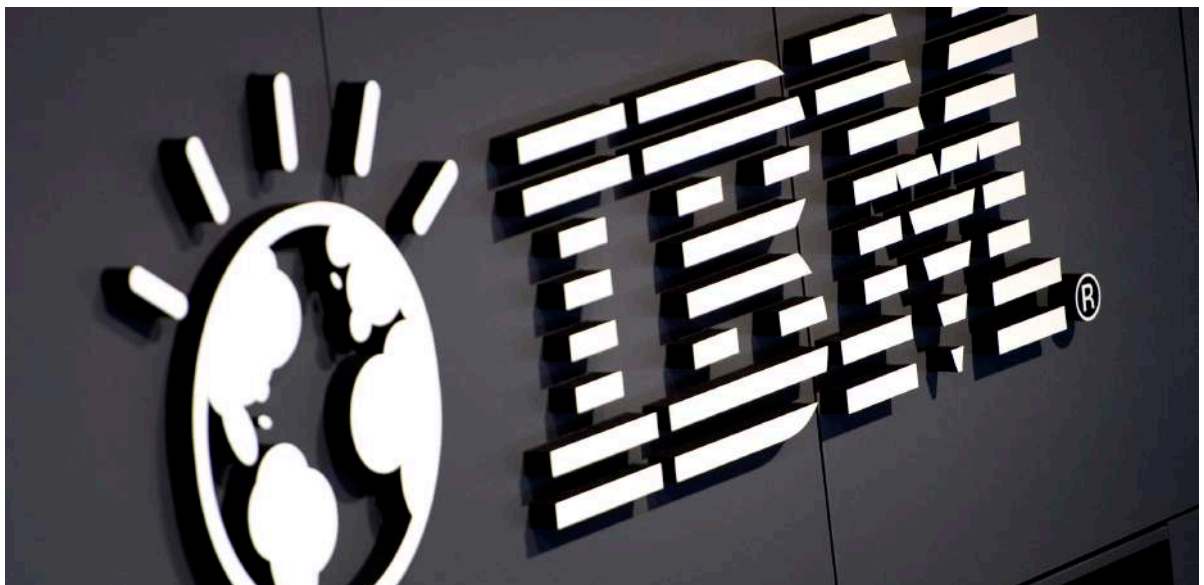
Find Support is like a GPS for knowledge and skills, which connects new staff with mentors, career coaches, websites, FAQs and other sources of help in their first years at IBM.

Key to the success of this kind of networking within the organisation is IBM's BluePages, an online staff directory that includes every member of staff's job description, curriculum vitae, list of skills and languages spoken, and photographs. 6.4 million searches of BluePages are made in an average week and more than four million instant messages are sent using internal social networking tools.

As we might expect of IBM, technology is pervasive throughout every element of Succeeding@IBM. Live virtual classes, online communities and 2D and 3D virtual worlds all feature, along with gaming, roleplay and evaluation simulations. In the Learning Development Zone, a community of learning designers collaborate online to constantly update and upgrade IBM's offer of over 35,000 learning activities available to staff.

But it is the network of experienced IBMers that make Succeeding@IBM possible. Beyond the wealth of activities, tools, websites and programs that comprise the approach, there is a community of real people whose dedication and expertise tie the components together and infuse the program with energy.

This blend of online and social learning is efficient too. IBM estimates that it spends around \$1,700 per new staff member on induction.



What's next? Predictive learning analytics

Succeeding @IBM uses the best assets of the business – its technological know-how and its people – to brilliant effect in inducting new staff, and its plans for what's next follow this pattern.

IBM intends to use the knowledge it's developed in growing business analytics technology for customers to measure the progress and depth of their learning and development programs. It hopes to gain more insight into how learning is deployed and to understand where it is actually making a difference. In particular, it will look at the patterns of participation in induction activities and try to make causal links to attrition on the one hand and high performance on the other.

Using the outcomes of this reflective, research-based approach to learning analytics, IBM hopes to learn how to use analytics predictively to forecast learning development. Using data about the impact of previous learning efforts, predictive models are created of which learning interventions will be best suited to performance issues or needs that may come up.

Questions for educators

- How could new teachers be encouraged to adopt innovative and collaborative working practices, perhaps with teachers beyond their own school?
- To what extent should new teacher learning be separate and different in character to a school's general offer of professional learning?
- How could a longer term induction program help prevent a "too much, too fast" situation for new teachers?
- How could the education system better connect, in an informal but productive way, new teachers to those with more experience?

Comprehensive induction into a new way of life:

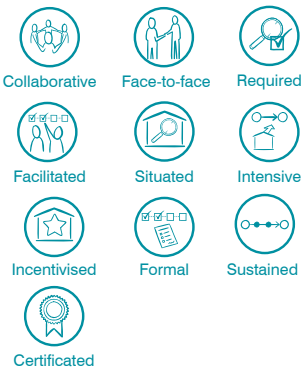
The Australian Defence Force Academy

The Australian Defence Force Academy (ADFA) seeks to combine forms of learning that are traditionally separated; developing cadets as leaders, citizens, students and professionals. Introducing cadets to a military way of life, teaching basic military skills and building character, all while they study a university degree, presents a unique integration challenge.

An initial focus on developing core skills and professional identity results in cadets being eased into the rules and practices of the Defence Force. As the program progresses, specialisation increases and cadets are asked to apply their learning, often by teaching more junior recruits.

A consistent focus on key attributes such as communication, decision-making and character development (specifically mental and physical resilience) and regular assessment and feedback against the organisation's values, leads to ADFA graduates that are highly driven individuals who excel in performing under pressure.

Key Features



Innovation

- Learning and living are fully combined
- Clear incentives support and motivate
- Very different requirements for learning and training are met through partnerships in delivery and an integrated experience for students

Transferable Principles

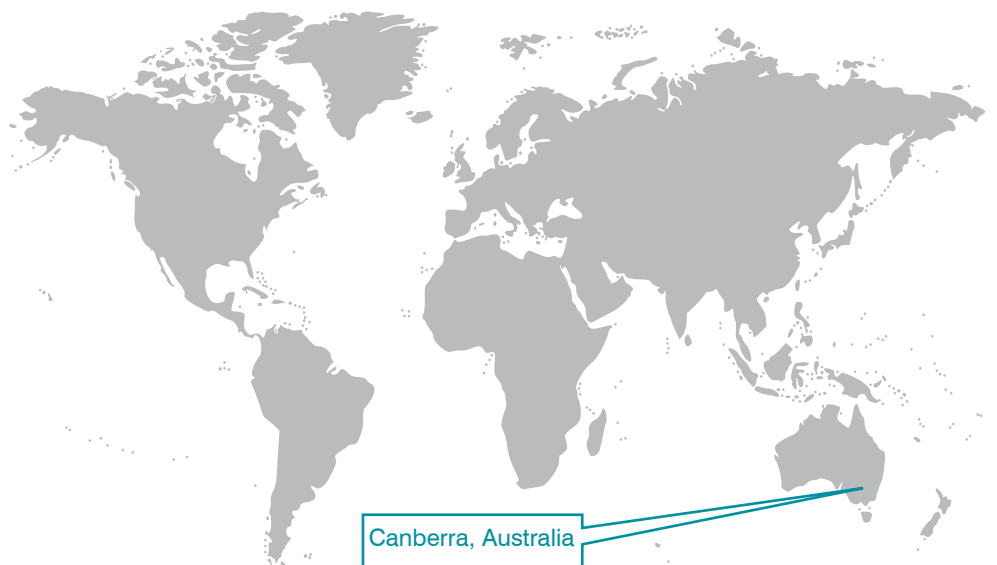
- Invest in leaders of the future
- Blend practical and specialist training with academic education
- Set high expectations
- Deliver quality through partnership

Who and where

Australian Defence Force (ADF) and the University of New South Wales (UNSW)

Providing training and education for future leaders of the Navy, Army and Air Force

Public sector



Introduction to the organisation

Investing in the future of defence

ADFA is a unique partnership between the Australian Defence Force (ADF) and the University of New South Wales (UNSW) that provides training and education for the future leaders of the Navy, Army and Air Force.

Combining military education and training with academic study, Army and Air Force Officer Cadets and Midshipmen (collectively known as undergraduates at ADFA) begin a career in the ADF, receiving a full time salary while they undertake a three-year program of military and leadership training. At the same time they study an undergraduate program through UNSW, fully paid for by the ADF and are guaranteed a full time job upon graduation.

Approximately 1,000 undergraduates are currently enrolled in the three-year training program at ADFA. They come from around Australia and, through military exchange programs, from 16 other Defence Forces around the world. There are also 1,500 postgraduate students studying at ADFA.

The campus is a mixture of a military training facility, with mess halls, a parade ground and a weapons training area, and a university with a school of business, and of physical, environmental and mathematical sciences. The student to lecturer ratio is 9:1; one of the lowest in Australia.

Students live on site in subsidised accommodation, although they may be posted elsewhere or take part in work placements for periods in their second and third years. Tuition fees and books are paid for and undergraduates receive free medical and dental care.

Undergraduates live in groups of approximately 35-40. Early on they meet the staff members responsible for training them over the coming years. Undergraduates are also supported to plan their academic studies and university and military training timetables.

In 2014, the cost per undergraduate was estimated to be \$300,000, over three years. Graduates agree to an Initial Minimum Period of Service (IMPS), a period of time they must serve until they can voluntarily resign from their chosen Service. On average, graduates usually serve for between six and nine years.



CHARACTER BUILDING OF THE CADETS IS A CRITICAL PART OF ADFA. THERE IS A FOCUS ON VALUES AND CULTURE, AND CADETS ARE REQUIRED TO CONTINUALLY REFLECT ON THEIR BEHAVIOUR.



Induction at ADFA

Life-changing learning

The three year Academic and Military Education and Training Program at ADFA is designed to provide Officer Cadets and Midshipmen with the fundamental knowledge,

skills and attitudes required by Junior Officers in the ADF.

In their first year at ADFA, undergraduates participate in five weeks of initial military training, which helps them make the transition from civilian to military life. During these first weeks they undertake physical, practical and technical training, alongside equity and diversity training, an introduction to military law, and lessons including communal living, healthy lifestyle and alcohol and drug awareness.

Character building of the cadets is a critical part of ADFA. There is a focus on values and culture, and cadets are required to continually reflect on their behaviour. The mantra “what do they need to know, do and be” is foundational, and is integrated and reinforced through all lessons. Taking risks is encouraged and cadets are assured that failing, as a learning exercise, is accepted.

With an eye to the future, developing effective leadership is an underpinning principle. The emphasis on character building allows cadets to become leaders with strong decision making skills and a strong sense of self and belonging.

The importance of character development and leadership is evident through ADFA’s focus at each year level.

- The first year is focused on the cadets learning the rules by which they will have to abide.
- The second year is about putting those rules into context and working through the consequences of breaking the rules.
- In the third year cadets spend the majority of their time practically applying their learning and developing the skills and talents of others.

Throughout the program, instructors use real time case studies as a method to engage the cadets. At the end of each year there are practical field exercises which allow cadets to put into action all that they have learned.

Learning at ADFA is likened to creating a samurai sword: Using good quality steel is vital, and through specialised and intensive work (learning and training) a dependable instrument (the cadet) is created. This instrument is further sharpened and refined through Service Training into the ‘weapon’ that is required for full military service.

The end of initial military training is marked by a passing out parade attended by undergraduates’ families and friends.

Induction as whole career preparation

To graduate from ADFA, undergraduates must complete all four components of the training program.

1. Common Military Training

An intensive course of study which takes place at the beginning and end of each year and for six hours each week during academic sessions. The curriculum includes:

- Classroom based study of contemporary military history and strategy, military law and international laws governing conflict
- Practical courses such as first aid, weapons training, and physical training
- The expectation of undergraduates to maintain high levels of fitness throughout their degree

2. Single Service Training

Single Service Training gives cadets the opportunity to experience and learn about their parent service. Each Service is responsible for designing and implementing their own program for Single Service training, and each has a slightly different approach to preparing cadets for the workplace.

- Army cadets spend their three years at ADFA in conjunction with their university degree, followed by one year at Royal Military College
- Air Force cadets complete their three years at ADFA in conjunction with their undergraduate degree and then enter the Air Force where, although some more trade skills are taught, they must be ready to go 'straight from the gate'
- Navy Midshipmen spend six months training plus a six-month placement in the Navy before completing their three years at ADFA.

The Navy introduced this approach after they noticed that they were experiencing high attrition and learned that one of the reasons for this was that cadets had trouble picturing what life in the Navy would be like. By including some practical experience - a 'taster' - they have managed to considerably improve retention rates.

Over time, Single Service Training begins to become more specialised around the undergraduate's career direction and includes work placements, attachment to military units around Australia and further leadership training at military college.

3. Undergraduate Degree

The University of New South Wales (UNSW) provides high quality education with the primary aim of academic studies to provide students with a balanced education, with a view to establishing the knowledge, skills and aptitudes that is required of them in their military profession. A second aim is to instil in students the critical and analytical thinking skills, research and problem solving abilities, and communication skills needed for them to operate effectively in an increasingly complex Defence environment. UNSW offers a range of three and four year undergraduate degree programs in Business, Engineering, Science and Information Technology.



LEARNING AT ADFA IS LIKENED TO CREATING A SAMURAI SWORD: USING GOOD QUALITY STEEL IS VITAL, AND THROUGH SPECIALISED AND INTENSIVE WORK (LEARNING AND TRAINING) A DEPENDABLE INSTRUMENT (THE CADET) IS CREATED.



4. Officer Qualities

A leadership development program designed to foster the skills for collaboration and communication necessary for a successful officer career in the ADF. Skills are developed through a series of leadership challenges and simulated exercises. Trainers describe their role in this part of the program as teaching cadets to develop courage, show initiative, and make good and assertive decisions while under extreme pressure.

Leadership is an underpinning foundation of ADFA, teaching cadets how to think and make decisions.

Evaluating progress

ADFA reviews cadets' performance every six months. There is a mid and end of year board of review which look at a cadet's physical, academic and mental performance with a tiered system of positive and negative feedback/assessment. Results are tracked and monitored over a cadet's time at ADFA.

Cadets are graded against the ADFA values: courage, respect, integrity, service and professionalism, and four attributes: Leader, Citizen, Student and Professional. Cadets are expected to live and demonstrate these values and attributes. There are also three aims that form a framework for the cadets along with the values and attributes: Competence, Communication and Character.

In the third year cadets complete an individual leadership project where they can show their divisional officer how they've been meeting and living this framework.

Questions for educators

- Which character traits are the most crucial for new teachers to develop?
- What would a 'mixed service' induction program look like for teachers? Are there other kinds of schools or learning environments that could contribute to the professional development of new teachers?
- The emphasis of ADFA's program varies according to the typical pattern of cadet's energy and motivation levels. How could an induction program for new teachers follow the 'energy curve' of teacher development?
- How could schools do more to create friendships and a family-like environment such that cohorts of new teachers are their own best support mechanism?



Find out more

The All Blacks

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- Interview with two representatives from Brightwave - Sky's technology partner for the Get Up to Speed program. Laura Ward - Head of Marketing & Colin Kemp - Product Engagement Consultant (formerly online and digital learning manager, BSkyB) interviewed on 08/06/15.
- <https://www.timetag.tv/learningtechnologies/play/22828?domain=1&embed=1>

School 21

- <http://school21.org/21st-century-approach>
- interview with xxx (xx/06/2015)

IBM

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- Interview with Donna Lang, Program Manager, Acquisitions & Outsourcing Onboarding & New Employee Experience (17/06/15)

The Australian Defence Force Academy

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- <http://content.defencejobs.gov.au/pdf/triservice/StudyAtADFA2015-2016.pdf>
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- Interview with Lieutenant Colonel Michelle McGuinness, Chief Instructor from the Australian Defence Force Academy (25/06/15)