



**KADINA**  
MEMORIAL SCHOOL

**Induction Program**

**for**

**Pre Service Teachers**

## **Introduction**

At Kadina Memorial School we believe that induction of Pre Service Teachers is a T.E.A.M. approach, with every one responsible for ensuring the safety, well being and success of each new PST.

This document is to be regarded as a template for an induction program to support commencement of your time in our school. It is impossible to include every aspect of a school and the varied teaching roles in one document. This is merely an important starting point that connects you to our school and to some of the people who can help you be successful.

The **T.E.A.M.** acronym represents:

**T**= Technical aspects about working at Kadina Memorial School (KMS), including HSW

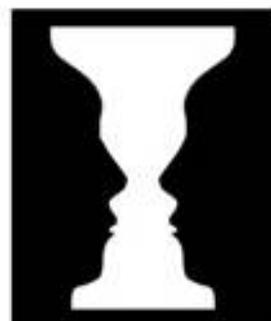
**E**= Expectations relating to curriculum delivery and performing a specific role

**A**= About students- information on a “needs to know” basis to support student learning and well being

**M**= Mentoring, where a nominated mentor is appointed to support ongoing learning and improved performance

The intent is for the PST to work through each of the four aspects with the nominated PST and sign off on each section.

As this is a new process we welcome feedback about its contents and effectiveness and look forward to continually building on our existing induction processes





<input type="checkbox"/> I am aware of KMS expectations of staff conduct <ul style="list-style-type: none"> <li>• Daily structure</li> <li>• Care Group</li> <li>• Uniform</li> <li>• Clothing</li> <li>• Confidentiality</li> </ul>	Mentor Week 1
<input type="checkbox"/> I am aware of communication processes at KMS <ul style="list-style-type: none"> <li>• Email</li> <li>• Daymap bulletins</li> <li>• Newsletters</li> <li>• Meeting times</li> <li>• Telephone no., fax nos.</li> <li>• Moodle</li> <li>• School Calendar</li> </ul>	Mentor
<input type="checkbox"/> I am aware of Decision Making processes at KMS <ul style="list-style-type: none"> <li>• Decision Making Committee</li> <li>• Camps and excursions</li> <li>• School Committees</li> </ul>	Mentor

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Pre Service Teacher

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Mentor

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Principal

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AP Daily Ops

## Expectations about Learning

Learning is our core business and is the reason that our school exists.

Topic	Facilitator
<input type="checkbox"/> I have met with my Mentor, _____ to discuss KMS expectations about learning	Mentor
<input type="checkbox"/> I am clear on my teaching role <ul style="list-style-type: none"> <li>• Subjects</li> <li>• Year level</li> <li>• Care group</li> <li>• Teaching areas</li> </ul>	Mentor Week 1
<input type="checkbox"/> I know how to access the relevant curriculum documents <ul style="list-style-type: none"> <li>• ACARA</li> <li>• KMS</li> <li>• SACE</li> <li>• Whole School Agreements</li> </ul>	Mentor Week 1
<input type="checkbox"/> I am aware of KMS timetables and how my role fits within these <ul style="list-style-type: none"> <li>• DAYMAP</li> </ul>	Mentor Week 1
<input type="checkbox"/> I understand KMS expectations about assessment and reporting of student learning <ul style="list-style-type: none"> <li>• Assessment &amp; reporting policy</li> <li>• Timelines</li> <li>• Data collection</li> <li>• Recording assessment results</li> <li>• Assessment formats</li> <li>• Communication to parents</li> <li>• Interviews</li> </ul>	Mentor  As required
<input type="checkbox"/> I understand how to take care of my own learning at KMS <ul style="list-style-type: none"> <li>• Meeting times</li> <li>• Learning Team</li> <li>• Year Level Team</li> <li>• Faculty Team</li> </ul>	Mentor  Week 1

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Pre Service Teacher

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Mentor

### About Students

At KMS we have over 1000 students, each of whom is important and deserve our respect and best effort. To ensure success for each student we need to be aware of their individual needs and circumstances.

Topic	Facilitator
<input type="checkbox"/> I can access class lists/photos for those classes that I teach <ul style="list-style-type: none"> <li>• Daymap</li> </ul>	Mentor Week 1
<input type="checkbox"/> I am familiar with specific plans for individual students who I teach <ul style="list-style-type: none"> <li>• Negotiated Education Plans (NEP) for students with an identified disability</li> <li>• Individual Education Plan (IEP) for students who are under the Guardianship of the Minister</li> <li>• Individual Learning Plan (ILP) for ATSI students</li> </ul>	
<input type="checkbox"/> I understand my responsibilities and processes regarding student attendance <ul style="list-style-type: none"> <li>• Checking attendance Care Group &amp; Class</li> <li>• Lesson Attendance</li> </ul>	
<input type="checkbox"/> I know who to contact if I need to access files for specific information about individual students <ul style="list-style-type: none"> <li>• Health</li> <li>• Custody</li> <li>• Learning</li> <li>• Attendance</li> <li>• Behaviour</li> </ul>	Mentor Week 1-3
<input type="checkbox"/> I understand KMS expectations and processes about student behaviour and know who I can talk to about concerns or successes or to seek support <ul style="list-style-type: none"> <li>• SBM policy and Procedures</li> <li>• Forms and use of</li> <li>• Reflection Room</li> <li>• Internal/External expectations and requirements</li> <li>• Yard behaviour and follow up</li> <li>• Bullying &amp; Harassment</li> </ul>	Mentor Initial Induction Week 1-3 follow up
<input type="checkbox"/> I know who I talk to if I am considering making a notification about Child Protection issues	Mentor Week 1-3

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Pre Service Teacher

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