

Casual Relief Teacher (CRT) Induction

This fact sheet is for schools and casual relief teachers and covers the essential elements that should be incorporated into a CRT's induction.



Background

Many teachers start their career as day-to-day casual relief teachers (CRTs). This factsheet supports CRTs' induction, enabling them to deliver structured learning to their students and efficiently understand the school context.

School systems have policies that outline the pre-employment requirements of a CRT along with conditions of employment and record-keeping requirements.

1. Schools have a duty of care for the wellbeing and workplace safety of CRTs.
2. Schools should consider how they will introduce their policies and procedures to CRTs.
3. Schools should be clear about any additional administrative information that must be provided to the CRT, including important information about the structure of their day, routines for the beginning and end of the day, summaries of lessons, any incidents impacting the school or classes as well as hand over material provided by the regular teacher where available.



Wellbeing and workplace safety

Schools have a duty of care for CRTs' wellbeing and workplace safety. This includes:

- sign-in procedures
- school layout, evacuation procedures and other essential safety information
- access to school buildings, parking and other logistical issues.



School orientation

A CRT should be provided with the key information about the school including:

- scheduling introductions to key members of staff from across the school
- introducing the CRT, as part of daily briefings and meetings
- introducing the CRT to key school practices, including student wellbeing and safety
- school rules and policies – including behaviour management protocols for students, school approaches to learning and school values
- site specific information such as yard duty zones and responsibilities, how to use classroom technology unique to your setting
- access to professional development activities. Where possible, CRTs should be included in onsite opportunities, networks, forums, professional reading, professional learning communities that are available to full-time and permanent staff
- additional ways to incorporate the perspective and expertise of the CRT – build an awareness of the unique skills that each CRT brings.

Note: this information may be different in each context.



Additional administrative information

CRTs may be engaged via an agency or hired directly through the school. The following administrative information should be available to the CRT:

- clearly articulated areas of administrative responsibility
- payroll details, who to contact in case of anomalies or absences
- clear information about the operation of Nationally Consistent Collection of Data on School Students with Disability (NCCD) in your context.



Checklist for the teacher

Site specific induction should ensure that you feel equipped to enter the classroom as prepared as possible with clear guidance on who to contact in the school for any issues that may arise.

- As a CRT your career progression is important. Collect evidence to support achievement of the Australian Professional Standards for Teachers for the purpose of teacher registration, for example:
 - lesson plans
 - assessment tools and plans
 - records of feedback to students, lesson observation notes
 - the development of individualised student learning plans
 - engage in your work with particular focus on Standards 1,3, 5 & 6 and consider what evidence you can draw on to demonstrate proficiency. Avenues for collecting the appropriate data to meet these Standards may look different in a CRT context.
 - build relationships with teachers – the transient nature of the appointment should not preclude engagement with peers and leadership.
 - seek ways to be involved in professional development in the educational setting and think of other ways to undertake professional development such onsite opportunities, networks, online forums, professional reading, professional learning communities as well as the as the following resources:

Note: the evidence you collect for the purpose of teacher registration should comprise artifacts and documents you have developed as part of your teaching practice.

Resources to support CRTs in the classroom

www.aitsl.edu.au/tools-resources/resource/our-free-my-induction-app

www.aitsl.edu.au/teach/improve-practice/how-to-guides/supporting-your-casual-relief-teachers-to-learn

www.aitsl.edu.au/teach/improve-practice/start-your-career/registration