Graduate teacher induction program



By Ellie Aldred
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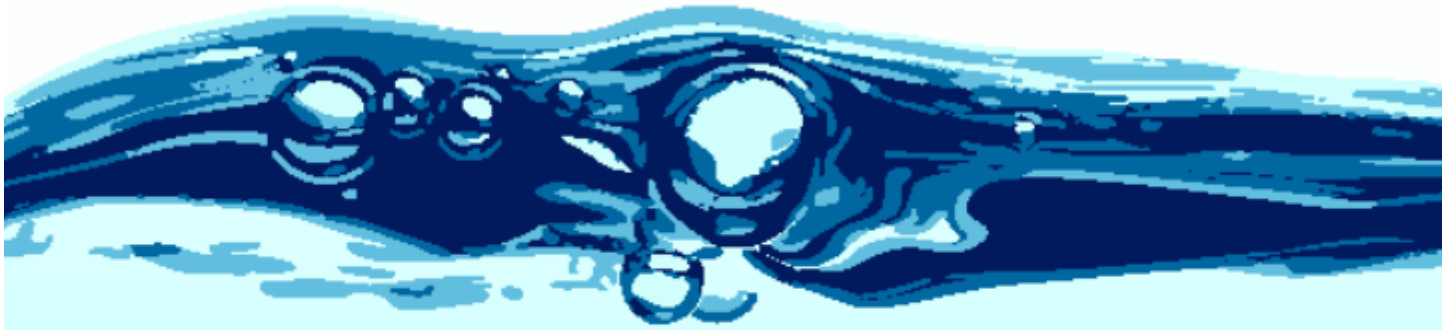
Teaching tip

Establish a signal to begin

Having a clear signal to begin helps establish routines, manage classroom behaviour and ensure smooth transitions. It provides students with a consistent cue to focus, reducing lost instructional time and minimising disruptions.

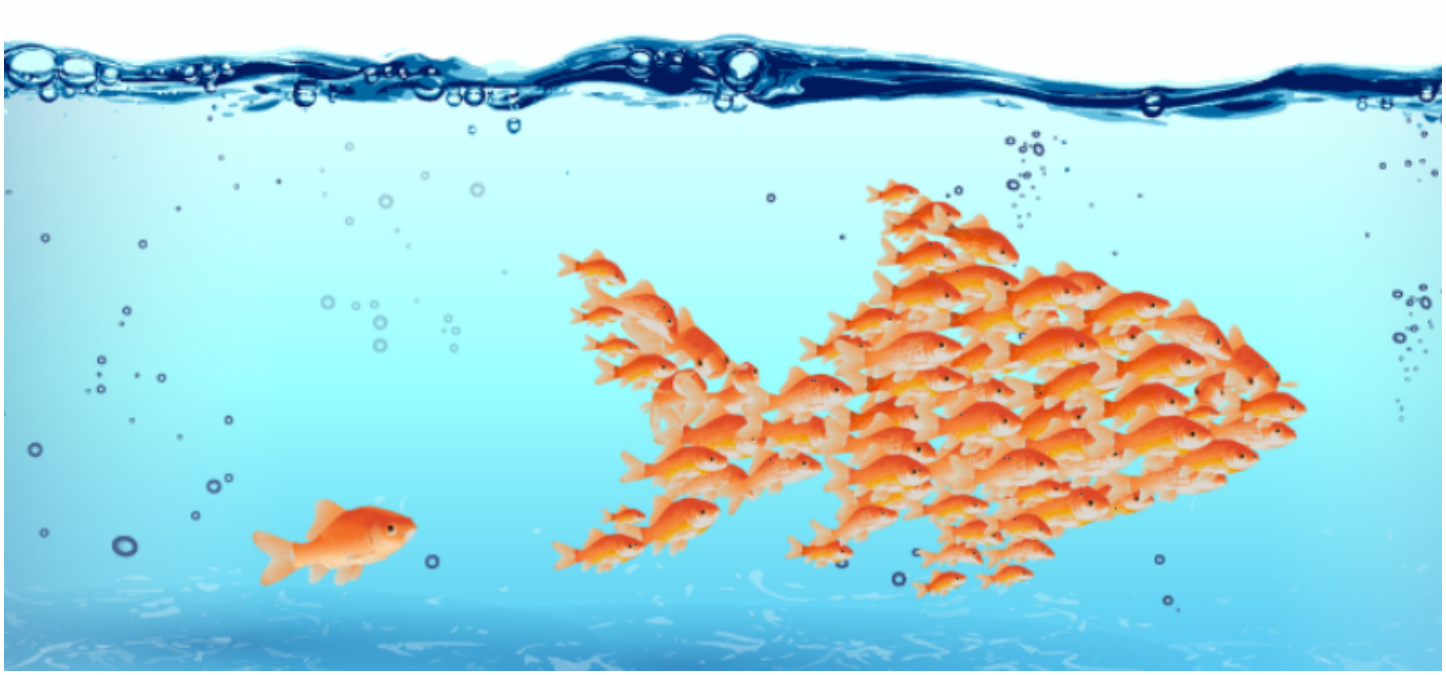
For example, using a simple clap pattern or a countdown like "3-2-1, eyes on me" helps students quickly refocus and prepares them for the next activity. Other signals may include a visual queue such as a hand up, lights off, a picture on the board, or a phrase or





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Take pictures of work samples, planning documents and



As an early career teacher, you are entitled to a variety of support, including a start-up allowance, additional non-contact time, curriculum materials support and a travel contingency allowance.

These entitlements have been secured through years of advocacy and dedication from active SSTUWA members working to support graduate teachers.

Another key achievement of this ongoing advocacy is the Graduate Teacher Induction Program (GTIP), which provides essential support for new educators.

The program comprises of professional learning and an in-class coaching program (ICCP).

Professional learning

Over your first 30 months of teaching with the Department of Education, you are required to participate in four modules that have been specifically designed to support graduate teachers through their transition from study to employment. The modules offer a great opportunity to sharpen and refine your skills, network with other early careers teachers and advance in your career. Each module has a focused theme:

- Modules one and two: professional standards for effective classroom practice.
- Module three: assessment.
- Module four: de-escalation and positive handling.

The modules must be completed sequentially, with the exception of module four, which can be accessed anytime within the first 30 months of teaching.

Each module requires two days of attendance. Funding for relief payment to cover your classes is forwarded to your school, as a targeted initiative on commencement of your contract for modules one and two, and upon completion of the module for modules three and four.

Be sure to speak to your principal to negotiate your release time or PTOIL (additional payment) if you completed the module in your own time.

Your travel contingency allowance can also be accessed to support you in travelling to the modules. This is managed directly by your school.

To find dates of modules running in your area, log onto IKON and click the Professional Learning Information System (PLIS) quick link. Search “graduate teaching module” to find a list of modules that are scheduled to occur in both metro and regional areas.

In-class coaching program

In addition to the modules, graduate teachers can access confidential, non-judgemental support through the ICCP. The program provides early career teachers with substantial impact on professional growth, an opportunity to self-reflect on practice and an increased confidence and autonomy in classroom decision-making.

Coaches are from a dedicated team who can support graduates through professional conversations, classroom visits, goal setting, support through the data collection and analysis required for the transition to full registration, reflection and the job application process.

The program also gives participants access to additional online professional learning to support transitions to full registration.

For more details on the GTIP, including how to apply, search “GTIP” on IKON. For more details about your graduate entitlements, visit the Know Your Rights section here and review the New Educator Rights and Entitlements sheet. If you still have questions, contact Member Assist at 9210 6060 or 1800 106 683.

Authorised by Sally Dennis, General Secretary, The State School Teachers' Union of W.A.
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