DECD – Supporting Early Career Teachers
DECD Leadership and Development

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Outline of presentation

• What an Early Career Teacher (ECT) needs to know

• Induction – 3 interrelated levels

• Using the Australian Professional Standards for Teachers to support the induction of ECTs

• Resources and support

• Performance and Development in DECD
What you need to know as an Early Career Teacher in DECD

Induction

Teacher Registration

Australian Professional Standards for Teachers
The 3 key areas of Induction:

Induction to DECD

Induction to the profession and through the requirements of teacher registration

Site Induction - context specific

Induction promotes:
- job satisfaction
- a sense of belonging
- an understanding of the public sector

Self-managed with support from an ECT’s professional network

Quality mentors

Experience

Targeted professional learning

Skills and Capabilities

Social/emotional
12 ways to work with a MENTOR

Early career teachers can fast track their professional growth by working with a mentor.

**Model**
Watch your mentor model a new strategy. Try it yourself.

**Debrief**
Talk about what worked well and what you want to improve.

**Feedback**
Seek feedback from observations of your teaching. Keep a record for ongoing reflection.

**Ask**
Ask questions. Curiosity is central to all learning.

**Reflect**
Share your learning. Keep a journal.

**Questioning**
Work together to develop quality questions to deepen students’ learning.

**Integrate**
Share eLearning ideas and incorporate them into your practice.

**Design**
Review assessment tasks to build inclusivity for all learners.

**Connect**
Discuss how your professional knowledge links to your practice and engagement.

**Focus**
Set goals for your Professional Development. Plan and career development.

**Collaborate**
Explore opportunities to network broadly with teachers in other sites and online.

**Re-think**
Understand your teaching from the perspective of students and colleagues.
The Teacher Standards describe 4 career stages

Completion of ITE → **demonstrate**
Graduate career stage

Provisional Teacher Registration

First 3 years → Apply for Full Registration (eligible after 200 days teaching)

HOW? **Demonstrate Proficient career stage**
The ECT Development Program

The Teacher Standards – supporting
Part 1: Structure of the Australian Professional Standards

Induction, starting somewhere new

Perspectives on practice
Productive relationships
Getting started
Professional Learning

A framework of targeted professional learning will be available to all DECD early career teachers. The range of core and recommended professional learning includes online resources, workshops and practice-focused mentoring.

Support

You will be able to access support from colleagues, mentors and professional networks as you work your way through the program. The modes of access to this support will be dependent on the context of your employment. Support will also be provided in the form of streamlined communication and access to information to guide you through the program and beyond.

Related information

See The ECT’s Development Program summary for an outline of the professional learning and support, > page 10

Documenting your progress

As a DECD early career teacher you will be expected to:

- maintain a record of your engagement in the professional learning within your Performance and Development Plan
- build a Professional Portfolio – a collection of evidence that demonstrates your development toward the Proclaimant career stage of the Australian Professional Standards for Teachers.

To achieve full registration you are required to show evidence of working at the Proclaimant career stage. This is achieved by sharing and discussing your Professional Portfolio with your chosen evaluator.

More information on transitioning to full registration

www.edu.sa.edu.au > Teacher Registration > Transition from Provisional to Full Registration

Career Teacher Accelerated Development Program information book
Perspectives on Practice online resources including:

- Productive Relationships
- Making an impression
- Literacy and Numeracy
- Differentiation
- ATSI – developing your understanding
- Assessment and Reporting

- The Teacher Standards – supporting your development
Workshops over a 2 year program

Graduate to Proficient
Being a Powerful Educator
Behaviour Management
Reflection on Practice using the Teacher Standards
Intentional and Responsive Learning Design
The Australian Teacher Performance and Development Framework

Recognises the entitlement of all teachers:

• to know what is expected of them
• to receive ongoing, meaningful feedback
• to access high quality professional learning
Get connected and be part of the network
PERSPECTIVES ON PRACTICE
Making an impression