

Experience
Learning by doing
(experience, experimentation and reflection)

Exposure
Learning through others
(observing and engaging with others)

Education
Formal training
(courses, modules, workshops etc)

Beginning Teacher Learning Pathway



- This learning pathway aims to help set beginning teachers up for success. It is part of the **Strong Start Great Teachers (SSGT)** framework. It is designed to support you in navigating the many learning opportunities available to help build your capability and confidence in the classroom and refine your teaching practice.
- The pathway is intended as a guide and is not exhaustive. Professional learning should be discussed with your supervisor to ensure it supports your individual needs and those of your school and students.
- The content of this learning pathway has been structured around the Strong Start Great Teachers four phases of induction. The time required to work through each phase will depend on your individual circumstances. It is recommended you work through this guide with your supervisor or mentor at a pace that suits you.

	Before Day 1	SSGT Phase 1 Orientation	SSGT Phase 2 Developing Focus	SSGT Phase 3 Refining practice	SSGT Phase 4 Gaining proficient accreditation
Experience	<ul style="list-style-type: none"> • Make an appointment to introduce yourself to your school principal and get a tour of your school. • Set yourself some goals – what do you hope to achieve in your first weeks and months as a teacher? 	<ul style="list-style-type: none"> • In your first weeks and months of teaching much of your learning will come from your experience in the classroom as you get to know your students and how they learn. • Try different teaching strategies. You may identify things that didn't work well, or you would do differently next time. • Work through the Induction Hub, Induction Checklist and Personal Induction Planner. 	<ul style="list-style-type: none"> • Continue to learn from and reflect on your time in the classroom. • Visit the Departments DoE Universal Resources Hub for lesson plans and more. • Whilst you may not be thinking about accreditation yet, it will be helpful to start collecting evidence. The Proficient Teacher Evidence Guide will help you understand what evidence you will need. • Log-in to Q+, the Department's tool for professional planning and accreditation where you can store evidence of teaching practice. 	<ul style="list-style-type: none"> • Continue to reflect on your teaching including how you are working towards the Proficient Teacher Career Stage and Teaching Standards. • Collect documentary evidence of your teaching practice as outlined in Proficient Teacher Evidence Guide. You can collate these in Q+. • Read NESA guidance on effective documentary evidence, including characteristics of effective evidence and how to annotate. 	<ul style="list-style-type: none"> • Continue to collect documentary evidence of your teaching practice as outlined in Proficient Teacher Evidence Guide. • You will need to annotate this and load to NESAs eTAMS system when you are ready to apply for accreditation. • Consider how the DoE Teaching and Learning Hub, the Universal Resource Hub and (if relevant) the HSC Hub can support you in identifying new teaching strategies.
Exposure	<ul style="list-style-type: none"> • Connect with other beginning teachers within your school or local area. • Join a statewide staffroom community on Yammer. • Explore the Beginning teacher information hub. • Have a look for podcasts or blogs that might provide hints and tips as you begin your teaching career. 	<ul style="list-style-type: none"> • Work with your school leaders to identify: <ul style="list-style-type: none"> ◦ a supervisor ◦ a mentor You can find out more about teacher mentors here. • Form connections with both experienced teachers and other beginning teachers 	<ul style="list-style-type: none"> • Meet regularly with your mentor and/or supervisor, invite them to observe your teaching and provide feedback. • Talk to your peers, share successes and challenges. • Develop a Performance and Development Plan with your supervisor. If you are a casual teacher, you can still ask to be included in this process 	<ul style="list-style-type: none"> • Continue to meet regularly with your mentor and supervisor and seek guidance and feedback from colleagues. • You might want to consider 'co-teaching' to create new learning experiences for you and your students. • Identify opportunities to observe more experienced teachers and discuss their teaching strategies and practices. 	<ul style="list-style-type: none"> • Your supervisor and/or mentor will support you in understanding the requirements for accreditation and collecting and annotating evidence for your application. • Talk to Proficient, HALT and other experienced teachers about their experience and what evidence they provided of their teaching practice to support accreditation.
Mandatory Training	<p>Staff are required to complete mandatory training as part of the induction process and on an ongoing basis throughout employment. Ensure you stay up to date with Mandatory training including any refresher training required.</p>				
Developing Teaching Practice	<ul style="list-style-type: none"> • Familiarise yourself with working at the NSW Department of Education. • Strong Start Great Teachers (SSGT) provides advice and guidance to schools and beginning teachers to set new teachers up for success. 	<ul style="list-style-type: none"> • Read SSGT Orientation pages. • Use the Beginning Teacher Tech Guide to help connect you to digital platforms and tools. • Watch A Beginners Guide to MyPL. • Get to know the Australian Professional Standards for Teachers (Proficient Teacher). • Complete NESA's mandatory online Proficient Teacher Orientation Course and attend an Understanding Proficient Teacher accreditation information session. 	<ul style="list-style-type: none"> • Read the SSGT Developing Focus pages, including Guide for Reflection Using Teaching Standards. • Complete SSGT eLearning modules: <ul style="list-style-type: none"> ◦ Classroom Management ◦ Reflective Practice • Read about the Department's commitment to inclusive education. • Familiarise yourself with curriculum reform and the Department's curriculum resources. 	<ul style="list-style-type: none"> • Read the SSGT Refining Practice pages. • Complete SSGT eLearning modules : <ul style="list-style-type: none"> ◦ Differentiation ◦ Feedback to Students • Take a look at curriculum specific learning on the Teaching and Learning Hub and (if relevant) the HSC Hub. 	<ul style="list-style-type: none"> • Read the SSGT Gaining Proficient Accreditation pages. • Read the DoE School Excellence Framework to help you understand quality practice. • Continue to stay up to date with the NSW curriculum reform and supporting DoE resources.
Extension learning (Optional)	<ul style="list-style-type: none"> • Download AITSL's My Induction app. • Consider taking the TSA 'Planning lesson sequences' module on MyPL. • Review the 'Reachout' wellbeing resources and the Be You Wellbeing Plan for Educators to help you prioritise your own mental health. 	<ul style="list-style-type: none"> • Read the eight themes of effective teaching practices in the 'What Works Best: 2020 update' report and review its supporting teaching resources • Review and reflect on the following resources: <ul style="list-style-type: none"> ◦ Classroom practice ◦ Understanding behaviour. • Consider taking one or more of the following courses: <ul style="list-style-type: none"> ◦ Classroom management fundamentals, ◦ Bill Rogers 'Cracking the Hard Class'. 	<ul style="list-style-type: none"> • Review DoE and AITSL resources on feedback. • Review and reflect on: <ul style="list-style-type: none"> ◦ The Inclusive Practice Hub ◦ Assessment ◦ Working with parents and the community. • Consider one or more of the following courses: <ul style="list-style-type: none"> ◦ Positive behaviour for learning ◦ Understanding quality teaching ◦ Implementing quality lessons ◦ Designing quality lessons. 	<ul style="list-style-type: none"> • Review DoE restorative practices resources. • Reflect on Trauma-informed practice in schools, an explainer and discussion guide. • Revisit and make use of the Reach Out Teacher wellbeing resources and the Be You Wellbeing Plan for Educators to help promote and protect your wellbeing at and outside of work. • If looking for an on-going or full-time role, look at how to develop a great application and address selection criteria. 	