

Beginning Teacher Personal induction planner

The personal induction planner (PIP) is your way to record what is happening during your induction and can be used by you in various ways. Fill in the tables below to identify and record your ongoing and emerging needs, and to reflect on your journey as a beginning teacher.

| Name: | School: | Principal: | Supervisor: | School-based mentor: | Buddy teacher: |
|-------|---------|------------|-------------|----------------------|----------------|
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There are 4 key elements to ensure a smooth orientation to your new school. As you start your first teaching position, you can use the PIP either on your own or working in collaboration with a mentor, supervisor or experienced teacher at your school.

The 4 elements of effective orientation:

1. Initial contact

Contact your new school, introduce yourself and organise an initial visit.

2. Initial visit

Get a feel for your new school, students and community. Meet the people you will be working with.

3. First weeks and first term

Get to know 'where to go' and 'how to get things done'.

4. Gaining confidence

Build confidence developing student rapport and establishing a quality classroom learning environment.

Initial contact

Contact your new school, introduce yourself and organise an initial visit.

Record the key contacts and information during your initial contact:

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Record your reflections, questions and next steps:

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Tools for effective initial contact

- [First appointment checklist](#)
- [Induction checklist](#)

Initial visit

Get a feel for your new school, students and community. Meet the people you will be working with.

During your initial visit record the key information about your new school, students and the community:

Record your insights, reflections, questions and next steps:



The following prompts may assist you in compiling a set of questions for your initial visit:

- Key roles and members of staff
- Classroom information
- School handbook
- School-based procedures
- **Mandatory training**
- Accreditation requirements

First weeks and first term

Get to know 'where to go' and 'how to get things done'.

| Record the key experiences during your first weeks and first term: | Record your insights, reflections, questions and next steps: |
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During the first few weeks and first term, attend beginning teacher information and orientation sessions to get to know where to go and how to get things done.

Keep referring to your induction checklist and school handbook.

Gaining confidence

Build confidence developing student rapport and establishing a quality classroom learning environment.

| Record the ways you plan to move towards the second phase of induction, which is 'Developing focus': | Record your challenges, questions and any specific support you've identified that you might need: |
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Regularly engage in conversations with your supervisor, mentor and colleagues relating to effective teaching strategies and practices.

Once you feel confident, start setting professional and teaching goals by using the reflective practice strategies in **Strong Start Great Teachers Phase 2: Developing focus.**