TARGET AUDIENCE
This foundation program targets Early Career Teachers employed in Catholic schools as graduate teachers, to support their transition into the teaching profession.

RATIONALE
Embarking on a teaching career can be a very exciting, yet stressful endeavour. It’s important that Early Career Teachers feel supported and nurtured in their first few years of service so they can develop a range of professional skills and practices and feel effective in their work. Most importantly Catholic school teachers play a significant role in the development of the students in their care, thereby contributing to the mission of the Catholic Church. The Early Career Teacher Program is designed to facilitate this process by affording participants the opportunity to:

- feel welcomed to Catholic Education Western Australia and supported in their development as they grow as teachers in Catholic schools
- cultivate an inquiry mind-set where graduate teachers are responsive and build on their successes, whilst working alongside their colleagues
- become familiar with the proficient level of the Australian Professional Standards for Teachers (AITSL) and facilitate reflection on areas of effectiveness and potential development
- apply newly-acquired knowledge in their context of their school through the completion of school-based action learning tasks
- Foster an outlook of lifelong learning with a longer term consideration of future career development
- utilise the professional learning from program modules to move from Teacher Registration Board (TRBWA) Provisionally Registered Teacher status to Fully Registered Teacher status.

ELIGIBLE PARTICIPANTS
Potential candidates for this program include staff employed in their first and second year of teaching in Catholic schools from 0.2 - 1.0 FTE.

EXPECTATIONS
For graduate teacher participants, commitment to all dimensions of this foundation program is required and expected by the Executive Director of Catholic Education. Principals are required to support candidates and, in doing so, are aware of the Executive Director’s expectation that graduate teacher will participate and complete all program modules. This program also assumes that graduate teachers will have a school based mentor and schools will still continue to conduct their own orientation and induction programs for their new teachers.
PROGRAM STRUCTURE, CONTENT & PURPOSE

Program Duration, Content and Activities
This 7-day foundation program is facilitated over a 2-year timeframe. Program module content and activities are based on the domains of the Leadership Framework for Catholic Schools in Western Australia (Catholic Identity, Community, Education and Stewardship). In addition, the resource ECT: Stories of Resilience has been used to aid program development. Teachers from the Western Australian Catholic Education system contributed to the development of this book and the research, upon which it is based. Published by the University of South Australia, it provides a framework of conditions supporting Early Career Teacher Resilience including Policies and Practices; Teachers’ Work; School Culture; Relationships and Teacher Identity.

The four domains of the Leadership Framework represent the significant action areas of Western Australian Catholic school teachers when promoting the educational mission of the Catholic Church and describe all activity that occurs within Catholic schools (CEOWA, 2008). In the Leadership Framework domain of Catholic Identity, Catholic school teachers are expected to promote the purposes and aims of evangelisation, participate in the school faith community, reflect Gospel values in attitudes and practices and foster dynamic relationships with the local parish (CEOWA, 2008; FCAL, 2007; Spry & Cunliffe, 2008; Whelan, Slattery, & Cannon, 2004).

In the domain of Community, teachers are expected to promote the Catholic life of the school community. This role dimension comprises four aspects:

- Catholic school teachers are expected to model constructive and respectful relationships with all members of the school community
- teachers are required to foster safe and inclusive learning environments for all students
- teachers are expected to embed and promote the Gospel values of the common good, subsidiarity, solidarity and participation
- teachers are expected to demonstrate their professional practice based on service, collaborative decision-making, participation and cooperation (CEOWA, 2008; FCAL, 2007; Spry & Cunliffe, 2008).

In the domain of Stewardship, Catholic school teachers are required to “look after things”. Teachers are expected to model and promote care for the natural environmental resources in the context of the school and broader community. Teachers are encouraged to participate in professional learning and appraisal processes in addition to fostering the well-being of both staff and members of the school community. Stewardship also requires teachers to take account of equity and diversity of school needs and to be open, transparent and accountable to public scrutiny (CEOWA, 2008; FCAL, 2007; Spry & Cunliffe, 2008; Whelan et al., 2004).

In the domain of Education, teachers are expected to participate in a culture of inquiry amongst staff and students whilst modeling a love of learning. This responsibility includes the participation in professional learning communities with colleagues, supporting learning at the level of the school and wider system, instilling Catholic values through the curriculum and supporting the school improvement process (CEOWA, 2008; FCAL, 2007; Spry & Cunliffe, 2008; Whelan et al., 2004).

AITSL Alignment
Although the content and activities associated with this program are based on the domains of the Leadership Framework and are also aligned to the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers (the Standards). The conceptual framework provided in Figure 1 highlights this relationship:
Figure 1: The Leadership Framework domains and the AITSL Australian Professional Standard for Teachers

The Standards, were endorsed by all state Ministers for Education in December 2010 and from January 2012; they were applied to all Australian teachers. The Standards articulate what teachers are expected to know, and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. The Standards are interconnected, interdependent and overlapping.

The Standards are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high quality, effective teaching in 21st century schools which result in improved educational outcomes for students. The Standards achieve this by providing a framework which makes explicit the professional knowledge, practice and engagement required across teachers’ careers. They present a common understanding and language for the discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

The seven Standards identify what is expected of teachers within three domains of teaching. Teachers’ demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach. See Figure 2.

Figure 2: The AITSL Australian Professional Standards for Teachers

- **Professional Knowledge**
  - 1. Know the students & how they learn
  - 2. Know the content & how to teach it

- **Professional Practice**
  - 3. Plan for and implement effective teaching & learning
  - 4. Create & maintain supportive & safe learning environments
  - 5. Assess, provide feedback & report on student learning

- **Professional Engagement**
  - 6. Engage in professional learning
  - 7. Engage professionally with colleagues, parents/carers & the community
The teacher Standards also inform the development of professional learning goals and provide a framework by which teachers can judge the success of their learning and inform their self-reflection and self-assessment. Teachers can use the Standards to identify their current and developing capabilities, professional aspirations and achievements (AITSL, 2011).

The Early Career Teacher Program has been aligned to assist teachers to meet the Proficient level of the Standards. These Standards are used to underpin processes to gain full registration as a teacher and to support the requirements of nationally consistent teacher registration. In 2011 the Teacher Registration Board of Western Australia, TRBWA adopted the Australian Professional Standards for Teaching. It is envisioned that by the conclusion of the Early Career Teacher Program that teachers will have been provided with opportunities from the program as well as within their school, to meet the requirements for full registration by compiling a professional portfolio with examples of evidence or artefacts to demonstrate achievement of the seven standards at the proficient level.

**Module Facilitation**

David Kolb’s learning theory will be applied to the facilitation of the Early Career Teacher program content. Kolb’s theory of adult learning emphasises the central role that experience plays in the learning process. Program facilitators will utilise the four broad adult learning styles as described by Kolb: concrete experience, reflective observation, abstract conceptualization and active experimentation. Kolb’s model offers both a way to understand individual people’s different learning styles, and also an explanation of a cycle of experiential learning that applies to all learners.

Each program module commences with a participant reflection with regard to changes to their teaching perspective and/or practice as a result of participation in previous modules. Post-reflection, participants are encouraged to share their thoughts with another Early Career Teacher before the facilitator gathers the thoughts of small groups in a whole-group feedback session. The reflection process is intended to provide teachers with an opportunity by which to critically reflect upon their learning in addition to building collegial bonds amongst program colleagues.

Each program module concludes with a school-based action learning task to be completed. These tasks prompt teachers to identify a classroom based question or issue they wish to investigate with regard to the module topic. The action learning process is intended to provide participants with an opportunity to reflect upon theory introduced during the module in addition to applying this in their school/classroom context. The findings of this inquiry process will form the basis for discussion at the subsequent module.

**Program Purpose**

There has been considerable research carried out on the challenges that Early Career Teachers face in their new roles and the high levels of stress they experience as a result from managing a range of competing priorities. Australian research has shown that attrition rates for young teachers have been significantly reduced by the development of quality structured induction and mentor programs linked to Teacher Professional Standards (Ingvarson & Kleinhenz, 2003). The Early Career Teacher Program will familiarise participants with the proficient level of the Australian Professional Standards for Teachers (AITSL) and facilitate personal reflection on strengths and areas for growth in teaching practice.

‘Good teachers make all the difference’ (Slade, 2002). Consistent high quality teaching, supported by strategic teacher professional development, can and does deliver dramatic improvements in
student learning (Rowe, 2004). “We need to identify, esteem and grow those who have powerful influences on student learning” (Hattie, 2003).

The development of the Early Career Teacher program is crucial as part of a formalised process of identification and development of potential leaders (Lacey, 2002). The program will equip Early Career Teachers to handle the rigors of the profession, hence enhance their resilience, and inspire them to remain engaged as Catholic school educators and possibly aspire to leadership. This program is the foundation program of the suite of leadership development programs offered by CEOWA that cater for all levels of teacher career progression (see Figure 3).

An additional consideration is the impending retirement of a significant number of current Catholic school principals, enhancing the need to develop leadership potential at all levels throughout the system. In order to address the leadership shortage in schools, it is important to provide for a ‘whole career leadership development’ (Darling-Hammond et al, 2007).

**Figure 3: Catholic Education Leadership Programs**
ECT Program Modules
All Early Career Teachers Program participants engage in 7 days of professional learning over a two year time frame.

Year One
Participants complete their 3-day foundation program as detailed in Figure 4. This program consists of 3 full days of professional learning scheduled during school terms 1, 2 and 3.

Figure 4
ECT Program: Year 1

Year Two
In the second part of the program participants complete their 4-day program as detailed in Figure 5. This program consists of 4 full days of professional learning scheduled during school terms 1 and 3, and/or during school holiday times.

Figure 5
ECT Program: Year 2
ABSENCES
For collegial and administrative purposes, it is important that participants complete the program in the allotted 2-year timeframe. Although successful completion of the program requires participant attendance at all modules, it is acknowledged that absence due to extenuating circumstances occurs from time to time (e.g. unexpected illness). It will be expected that graduate teachers select and enrol in a module date that is advertised through the CEWA professional learning portal, to complete all program modules.

If illness prevents attendance at a module, affected participants must contact the Administrative Assistant (School Improvement Directorate) on (08) 6380 5116 or leadershipceowa@ceo.wa.edu.au prior to the start of the module.

ONLINE EVALUATION
The evaluation of each module is critical to the formulation of facilitator feedback and the ongoing refinement of module program content and activities for future cohorts. To facilitate this process, participants will receive an email link to an online evaluation survey containing a series of quantitative and qualitative questions. As a program requirement, participants will have a week to complete and submit responses. Note that responses are confidential and that the tool does not permit identification of individuals.

VENUE
For the Perth metropolitan cohort the program will be convened at a central location:

- The Newman Sienna Centre in Doubleview (33 Williamstown Road).

For regional cohorts, a tailored and contextualised program will be implemented using a range of delivery modes and locations. Please refer to the School Improvement Advisor in each Diocese for regional program schedule.

- Broome Diocese Carol Geurts 9194 9201
- Bunbury Diocese Judy Hearne 9726 7201
- Geraldton Diocese Sally O'Dea 9920 0201
- Kalgoorlie region Georgie Wynne 6380 5114

CERTIFICATION
Participants who successfully attend and participate in all program components will receive a certificate for modules undertaken, signed by the Executive Director of Catholic Education. These certificates will be uploaded into each Early Career Teacher's MyHR portal.

Teacher Registration Board of Western Australia
TRBWA require that Provisionally Registered Teachers (PRT) must undertake a process to move to Registered Teacher (RT) status. Participants in the Early Career Teacher Program will receive support and guidance to collect and retain evidence of professional knowledge, practice and engagement, that demonstrates the proficient standard of the Australian Professional Standards for Teaching (AITSL) through their participation in the professional learning modules and between-module action learning tasks.

Please note it is not the aim of the Early Career Teachers program to cover all aspects of the Standards. There will be some areas within the Standards which will be best addressed at the school level, including support from a school based mentor.
REFERENCES


ENQUIRIES

Please direct all enquiries regarding this program to Georgie Wynne on (08) 6380 5114 or wynn.georgie@ceo.wa.edu.au