



# Induction Focus - Orientation

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## Video Transcript

*This transcript is of Edition #02 – How do I build great relationships?*

Joanne Branidis:	<a href="#">00:01</a>	So, in terms of our induction process, we really do begin the year before where the graduate teachers and new teachers attend an induction day.
Jacinta Bok:	<a href="#">00:10</a>	So for example, this year we've just run our prep orientation. we invite all the graduate teachers who we know are going to be starting the next year in teaching. So were able to meet those teachers have a really strong discussion about you're excited about or are you looking forward to, you know, or just to get to know them a little bit personally and also that they can start to get a real sense of feel for the school and they can get a sense of feel for, okay, what's it gonna look like teaching, you know, they get to do some of that modeled reading. They get to interact and work with the children. And I think that really helps. Then coming in the year after.
Joanne Branidis:	<a href="#">00:46</a>	Then when that year I guess formally starts, we then revisit the expectations of the school and our teaching and learning programs.
Stephanie Zanti:	<a href="#">00:54</a>	So many people. Have you been involved throughout the whole process of the induction and orientation. So very early on it was the principal team, Jo and Anthony really ensured that we settled into the school and knew the Harvest Home way. This was then followed up with meeting the education leaders, Diane, Brianna, and then all the community staff, so leading teachers, mentors.

Joanne Branidis:	<a href="#">01:19</a>	And then throughout the year we run some half day or full day graduate sessions where we bring our graduate teachers together and we'll focus on sort of needs basis. So for example, we might run some sessions on staff wellbeing and how to manage workload and work life balance. And we find that those days when they get to come together, it sort of solidifies their relationships as well with one another because they're also a great support system for one another.
Stephanie Zanti:	<a href="#">01:47</a>	So from the very start of the year, the principal team allowed all the graduate teachers to meet together and form a really strong relationship. And this really carried through throughout our first year of teaching. So we would organize regular meet ups where we would talk about some of our successes and some of our challenges at the time as well as any wonderings we were having. And raise any questions which we wanted answered as well.
Joanne Branidis:	<a href="#">02:11</a>	Because we are a growing school and it's going to be the norm for us to be inducting big groups of teachers each year. We really need to look at fast tracking the capacity of, of some of our teachers that are second and third year out, so in effect, they are often looked at to be a mentor to some of our new graduates.
Stephanie Zanti:	<a href="#">02:30</a>	My mentor and I are very close in age, which has really assisted our relationship throughout the year. She always began by saying, I know what you're going through. I've gone through it myself and it wasn't that long ago, so if you need anything, I am here. And she was always able to give that advice to me.