



# Induction Focus – Professional Practice

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## Video Transcript

*This transcript is of Edition #03 – Have I set high expectations for myself and my every student?*

Miranda Milburn:	<a href="#">00:24</a>	So I didn't specialise in special education or special needs when I was doing my teacher training, but I did some CRT days at some special schools and schools for autism and found that I really enjoyed it and I felt like I had a real passion and some skills there.
Jenny Wallace:	<a href="#">00:41</a>	One of the challenges for the graduates is that the strategies and programs that we run are just so different to their training. So that's the area that we really need to support them with the most.
Miranda Milburn:	<a href="#">00:53</a>	So right from the beginning I was supported through having leadership come into my room and observe, which felt really helpful because there were some challenges right from day one. So, I got some constructive feedback and I also got encouragement right from the beginning which helps. Also just being alerted to different resources that were available. Things like PD's that staff might have attended, notes and things from those so I could look at what other staff had already been trained in and having times to meet with my mentor really helps and she gave me things like books to read and just having those encouraging conversations with her on a sort of semi-regular and informal basis really helps.
Libby Pitruzzello:	<a href="#">01:35</a>	Great thing about working at this school is that we really value the mentoring process for our new graduates and a priority there is to ensure that we have time release so that they don't feel overwhelmed by paperwork and in addition to that I have time release as well to work with them. A part of that time may

be in the classroom observing them or even supporting them doing demonstration lessons for them. They'll, they're always welcome in my class as well and we sit together and sort of share ideas.

Jenny Wallace:

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Then we schedule some professional development around the key programs, so learning to do the April's assessments, writing ILP goals, how we do positive behavior support in the school, using alternative communication systems. So, there'll be meeting scheduled after school for those things. And then we also have speech pathologists that work in the classroom so they will support them. We have a PBS coach, so she will go into the classroom and support them. So, it's a team effort and I suppose that's how they get consumed into the culture of the school.

Miranda Milburn:

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So my school has supported me to attend professional development outside of the school, like local networks smorgasbords, that's been helpful. We also have professional learning we are all part of, and that's been the focus for this. year has been on communication, which when you have three nonverbal students in your class, it's really helpful to have opportunities to be observed and observe other staff as well. We've also had staff meetings that are focused on professional learning and some of the things we've covered have been the really basics, just things that the other staff probably already knew and were pretty familiar with. But it was the stuff I needed to hear, and it was acknowledged that there were people on staff that were new to it, and that helps me feel really connected as well and like my needs were being met.