

POLICIES AND ASSOCIATED PROCEDURES

POLICY NUMBER:	POA120528003
PREVIOUS POLICY NUMBERS:	POA060824000 (updated 28/05/12 via minor amendments) POA050509000 (updated 18/09/06)
POLICY NAME:	Induction for Teaching
DATE APPROVED:	25 May 2012
POLICY TYPE AND CATEGORY:	General (Academic and Educational)
RESPONSIBLE OFFICER:	Principal Officer responsible for Learning and Teaching
POLICY ADVISOR:	Director, Work-based Education Research Centre
FIRST EFFECTIVE FROM:	13 May 2005

1.0 PURPOSE

This policy establishes a framework for the induction of staff members with a teaching responsibility other than those classified as a guest lecturer. It focuses particularly on teaching staff at the "chalkface", those responsible for direct interaction with students as well as those responsible for program design, development and evaluation. It does not directly focus on educational leadership and management, although it accepts that all members of the teaching staff have both leadership and management roles. It situates induction within a "whole of career" approach that includes early induction, extended induction and ongoing professional development.

2.0 BACKGROUND

This policy was developed as part of a review of the professional development in the area of learning and teaching at Victoria University aimed at both strengthening this function and developing a strong cross-sectoral approach to the professional development of teaching staff at Victoria University. It therefore sets out a framework that transcends sectors while accommodating external requirements that are sector specific.

3.0 DEFINITIONS

Teaching staff:

Staff employed by Victoria University with direct responsibility for teaching and/or assessing students. This includes members of staff employed (onshore and offshore) on an ongoing basis, on a contract or as sessionals.

Guest Lecturer

A person normally external to the University who by way of proven professional/industry experience is judged to be in a position to add value to a students' learning experience in a specified unit of study. Engagement requires no student assessment and is for a time allocation substantially below that of a sessional staff appointment.

4.0 KEY WORDS

Induction, professional development, teaching staff, learning and teaching, assessment

5.0 POLICY

- 5.1 The quality of student learning is related to a number of factors. One of the key factors is the quality of teaching provided. In order to continuously improve the quality of the student learning experience, the University is committed to supporting the professional development of its teaching staff.
- 5.2 Professional development for the teaching staff employed by the University is a continuum that commences at the time of their first employment by the University and continues throughout their period of employment with the University.
- 5.3 For operational purposes, this continuum identifies three professional learning phases: Initial Induction (first 12 weeks), Extended Induction (first three years) and Continuing Professional Development (remainder of the period of employment with the University).
- 5.4 Where possible, the professional development of teaching staff involves work-based learning, in that learning activities are situated in the workplace, are based on problems currently faced by participants and focus on peers learning from each other as well as from external sources.
- 5.5 The University's program of professional development for its teaching staff is based on the Capabilities of Victoria University Teaching Staff (see attachment 1).
- 5.6 Participation in the University's program of professional development activities for teaching staff, including the Initial Induction Program and the Extended Induction Program, is included in the workload and work plans of participants.
- 5.7 All teaching staff appointed for the first time to Victoria University:
 - i. for a minimum of 15 hours of teaching in a unit of study,
 - ii. with an assigned responsibility for student assessment in a unit of studyare required to satisfactorily complete the prescribed Initial Induction Program.
- 5.8 All teaching staff appointed for the first time to Victoria University with ongoing or a minimum of 3 years contract are required to either satisfactorily complete the prescribed Extended Induction Program for teaching staff within the first three years of their employment or to gain exemption from this program.
- 5.9 In the case of teaching staff in the higher education sector with a teaching responsibility, satisfactory completion of or exemption from the Extended Induction Program is a requirement for earning tenure at the end of the probationary period.
- 5.10 The Extended Induction Program is based on the University's Graduate Certificate in Tertiary Education, and it may also include the recognition of other qualifications.
- 5.11 The University through the relevant cost centre meets participation costs in both the Initial Induction Program and the Extended Induction Program.

- 5.12 In addition to the Initial Induction Program and the Extended Induction Program, the University offers a comprehensive range of programs, projects and services for the continuing professional development of its teaching staff.

6.0 PROCEDURES

- 6.1 The Initial Induction Program:

6.1.1 is based on the Capabilities of Victoria University Teaching Staff;

6.1.2 is required for all teaching staff appointed for the first time to Victoria University:

- i. for a minimum of 15 hours of teaching in a unit of study,
- ii. with an assigned responsibility for student assessment in a unit of study.

6.1.3 normally requires 12 hours participation including 9 hours of structured learning;

6.1.4 where possible, is offered at a school or department level but is supported by the Staff College;

6.1.5 is flexible in content and delivery to accommodate diversity of teacher role, campus, discipline, experience and availability;

6.1.6 where possible, is commenced before the teacher's first teaching session;

6.1.7 is provided free of charge to participants; and

6.1.8 involves payment by the employing cost centre of at least the 'other duties' rate to sessionals for the period of their participation.

- 6.2 Where Victoria University offshore programs employ sessional teachers then in accordance with 6.1.2 the relevant school or department will liaise with the relevant offshore partner to facilitate an 'equivalence' approach for designated staff to complete the Initial Induction Program.

- 6.3 The Extended Induction Program:

6.3.1 is based on the Capabilities of Victoria University Teaching Staff;

6.3.2 is required for all teaching staff appointed for the first time to Victoria University with an ongoing or a minimum of 3 year contract regardless of level of appointment;

6.3.3 uses a flexible, work-based learning program based on the Graduate Certificate in Tertiary Education for all participants;

6.3.4 commences with a unit based on both the Initial Induction Program for teaching staff and a unit involving individual negotiation of learning activities for the remainder of the program;

6.3.5 includes a range of units based on negotiated learning activities, including appropriate recognition for formal study for units or courses as well as less formal learning activities such as professional development workshops, coaching, curriculum development projects, supervised practice and peer feedback on practice;

6.3.6 includes, as appropriate, team-based activities at a school, department or program level;

6.3.7 includes the development of a cumulative teaching portfolio;

6.3.8 concludes with a unit that includes a capstone task based on the teaching portfolio;

- 6.3.9 requires satisfactory completion of the Graduate Certificate in Tertiary Education, normally within three years;
 - 6.3.10 encourages mentoring throughout this period;
 - 6.3.11 is provided on a waived fee basis to Victoria University teaching staff with ongoing or a minimum of 3 year contract appointments. Any tuition fees will be met by the Staff College;
 - 6.3.12 is explicitly included in the workloads or work plans of all teaching staff in their first three years of employment.
- 6.4 The Pro Vice-Chancellor, Teaching and Learning Support (or nominee), is responsible for granting exemptions from the Extended Induction Program on the written advice from the relevant Head of School or Head of Department.
- 6.4.1 Applications for exemption must be accompanied by evidence of achievement of the Capabilities of a Victoria University Teacher, e.g. in the form of a teaching portfolio. (refer to 6.4.10)
 - 6.4.2 Applications for exemption for the Extended Induction Program are to be made within 6 months of initial employment with the University;
- 6.5 All letters offering employment to prospective teaching staff must include notice that they will be required to satisfactorily complete the Initial Induction Program.
- 6.6 All letters offering ongoing or a minimum of 3 years contract employment to prospective teaching staff must include notice that they will be required to satisfactorily complete the Extended Induction Program within their first three years of employment.
- 6.7 All letters offering ongoing employment as teaching staff in the higher education sector with a teaching responsibility must include notice that satisfactory completion of the Extended Induction Program is a condition for earning tenure at the end of the probation period.

7.0 CONGRUENCE WITH LEGISLATION AND RELATED POLICIES

Professional Development Policy

8.0 ACKNOWLEDGEMENT

Monash University: Academic Probation and the Graduate Certificate in Higher Education policy -

<http://www.adm.monash.edu.au/workplace-policy/recruitment/probation/confirmation.html>

Victorian Institute of Teachers: Standards of professional practice for full registration

<http://www.vit.vic.edu.au/standardsandlearning/Pages/professional-standards.aspx>

Victorian TAFE Teaching Staff Multi-Business Agreement 2009 (MBA)

http://www.vta.vic.edu.au/docs/MBA_2009.pdf

9.0 CONSULTATION

Developed by a group with membership from CEDS, CCID and the School of Education.

Feedback obtained from a reference group consisting of Deans, Deputy/Associate Deans, Associate Directors, School of Education, Staff of CCID, Staff of CEDS, Director Human Resources, Manager Human Resource Development, Lister Taskforce members.

10.0 REVIEW

31 December 2008

11.0 ACCOUNTABILITIES

11.1 RESPONSIBILITY

Principal Officer responsible for Learning and Teaching

11.2 IMPLEMENTATION PLAN

Action	Deadline	Responsibility
Design and development (inc. materials for both participants and contributors) of Initial Induction Program.	May 2005	PVC, Teaching and Learning Support
Trialling of Initial Induction Program with selected organisational units.	June 2005	PVC, Teaching and Learning Support
Inclusion of requirement for Initial Induction Program in letters offering employment.	June 2005	PVC, Staff, Equity and Institutional Development
Roll-out of Initial Induction Program for all units.	From September 2005	PVC, Teaching and Learning Support
Review of Graduate Certificate in Tertiary Education program	May 2005	PVC, Teaching and Learning Support
Approval of revised Graduate Certificate in Tertiary Education course.	September 2005	PVC, Teaching and Learning Support
Inclusion of requirement for Extended Induction Program in letters offering employment.	November 2005	PVC, Staff, Equity and Institutional Development
Roll out of Extended Induction Program based on Graduate Certificate in Tertiary Education course. Development of an online (Web CT) delivery for the Initial Induction Program.	January 2006 December 2006	PVC, Teaching and Learning Support
Formative evaluation of both Initial Induction Program and Extended Induction Program.	December 2005 December 2006	PVC, Teaching and Learning Support
Formal summative review of both Initial Induction Program and Extended Induction Program.	December 2007	PVC, Teaching and Learning Support

11.3 TRAINING PLAN

This Training Plan is based on the assumption that professionals learn best when provided with clear information which is then applied through working together in a practice setting. As a result, the Plan focuses on Teaching and Learning Support providing two main support activities: informing participants/stakeholders about the Initial Induction Program and Extended Induction Program and working with staff in organisational units in the provision of these programs:

1. Information
Provision of a website that includes information on the Initial Induction Program, including templates, materials and examples of good practice, and the Extended Induction Program (progressively developed over 2005)

2. Collaborative projects with staff in Schools/Departments
Staff from Teaching and Learning Support will work with staff in Schools/Departments in the design, delivery and evaluation of Initial Induction Programs for Teaching for staff in their units

11.4 COMPLIANCE

1. Percentage of teaching staff appointed for the first time at Victoria University completing Initial Induction Program.
2. Percentage of teaching staff with ongoing or a minimum of 3 year contract completing Extended Induction Program within three years.

11.5 EFFECTIVENESS OF THIS POLICY

1. Improvement in quality of teaching indicators for staff with ongoing or a minimum of 3 year contract in their first three years of teaching at Victoria University.
2. Improvement in quality of teaching indicators for sessional teaching staff
3. Improvement in staff satisfaction indicators for staff with ongoing or a minimum of 3 year contract in their first three years of teaching at Victoria University
4. Improvement in staff satisfaction indicators for sessional teaching staff.

12.0 FORMS

None

13.0 APPENDICES

Capabilities of Victoria University Teaching Staff

Attachment 1

Capabilities of Victoria University Teaching Staff

- 1. Teaching staff know how their students learn and how to teach them effectively.**
 - 1.1. Teaching staff use the body of knowledge about tertiary learning and teaching to inform their practice;
 - 1.2. Teaching staff know how to engage their students in active learning;
 - 1.3. Teaching staff know how to construct programs, use resources and structure activities which support learning.
- 2. Teaching staff know the discipline or field of practice they teach.**
 - 2.1. Teaching staff have a sound, critical understanding of the discipline or field of practice they teach;
 - 2.2. Teaching staff can identify the key features and relevance of their discipline or field of practice to their students;
 - 2.3. Teaching staff know how to teach their discipline or field of practice.
- 3. Teaching staff know their students.**
 - 3.1. Teaching staff develop an understanding and respect for their students;
 - 3.2. Teaching staff know and respond to the range of learning needs of their students both in terms of the knowledge they bring and the learning approaches they prefer;
 - 3.3. Teaching staff respond to the cultural and linguistic diversity of their students.
- 4. Teaching staff plan for effective learning.**
 - 4.1. Teaching staff use their knowledge of students, discipline or field of practice and pedagogy to establish clear and achievable learning goals with their students;
 - 4.2. Teaching staff design appropriate teaching and learning activities and associated resources for their students;
 - 4.3. Teaching staff design assessment that identifies and reports student learning, provides feedback to students about their learning and informs further planning of teaching and learning;
 - 4.4. Teaching staff align learning goals, teaching and learning activities, and assessment tasks for effective learning.
- 5. Teaching staff assess student learning effectively.**
 - 5.1. Teaching staff provide prompt, informed and constructive feedback to students on their work;
 - 5.2. Teaching staff ensure consistency in assessing student work by applying consistent criteria and standards in making assessment judgements;
 - 5.3. Teaching staff monitor student achievement and maintain accurate records of their progress.
- 6. Teaching staff create and maintain effective learning environments.**
 - 6.1. Teaching staff provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning;
 - 6.2. Teaching staff establish and maintain clear and consistent expectations about roles and responsibilities of all members of the group;
 - 6.3. Teaching staff manage a group of students for the benefit of all learners.

7. Teaching staff operate effectively within their institutional context.

- 7.1. Teaching staff understand the multi-sectoral nature of Victoria University and use this understanding to work effectively with colleagues and students.
- 7.2. Teaching staff are familiar with Victoria University learning and teaching policies and implications for their practice;
- 7.3. Teaching staff use Victoria University systems and structures to support learning and teaching;
- 7.4. Teaching staff meet their legal and ethical responsibilities in their teaching role.

8. Teaching staff reflect on, evaluate and improve their practice.

- 8.1. Teaching staff regularly reflect on and critically evaluate the quality of student learning, with their students and peers;
- 8.2. Teaching staff contribute to the development and maintenance of communities of practice that support their ongoing development as Teaching staff;
- 8.3. Teaching staff identify their own learning needs in relation to maintaining both currency in their discipline or field of practice and their effectiveness as a teacher and engage in professional development activities to meet these needs.

13 October 2004