# Department logo **The 5C assessment tool**

Assess how well your current induction program is implementing each component of the 5C model:

1. use the ‘trigger questions’ to think about how well your school is currently implementing each component
2. give each component an overall rating with this scale:

* Red: weak implementation, with either absence of the component or poor execution of it
* Amber-Red: some aspects of the component exist but there is still significant work to do
* Amber-Green: the component is in place and in fairly good shape, but could use additional improvement
* Green: strong implementation, with exemplary execution.

| **Component** | **Trigger questions** | **Current state** |
| --- | --- | --- |
| **Customised**  How well does your induction program: | * identify beginning teachers’ skills, dispositions, concerns and aspirations, as well as the whole-school and classroom challenges? * use this information to plan the approach, time and professional development offered to support beginning teachers? * monitor beginning teachers' progress in an ongoing manner and adjust support to meet individual needs as they arise? | Red  Amber-Red  Amber-Green  Green |
| **Connected**  How well does your induction program: | * direct beginning teachers to different in-school mentors on the basis of their professional practice needs? * support in-school mentors with appropriate professional development? * connect beginning teachers with people who can support their wellbeing needs? | Red  Amber-Red  Amber-Green  Green |
| **Context**  How well does your induction program: | * orient beginning teachers to the community, school site and resources as well as school policies, procedures, protocols and personnel? * show beginning teachers how to access student data and information about the families and communities they come from? * use a range of strategies to instil a sense of belonging in beginning teachers? | Red  Amber-Red  Amber-Green  Green |
| **Curriculum**  How well does your induction program: | * clarify syllabus documents, priority outcomes, planning approaches and assessment and evaluation procedures that are used? * connect beginning teachers to supportive pedagogical and curriculum models and resources, like the ‘NSW Quality Teaching Model’ and CESE's ‘What Works Best’? * provide curriculum focused professional development, aligned to the standards, that is implemented within a cycle of observation, reflection and constructive feedback? | Red  Amber-Red  Amber-Green  Green |
| **Classroom**  How well does your induction program: | * clarify departmental and school behaviour expectations and provide information about school rules, behaviour programs and reward systems? * provide hints, tips, models and resources on classroom layout, curriculum experiences, instructional strategies and behaviour management that focuses students on learning? * include classroom observations that include quality feedback and reflection on practice? | Red  Amber-Red  Amber-Green  Green |