Induction Policy

RATIONALE

Induction and mentoring programs for new and returning staff and staff changing roles within the school to provide them with support, direction, contacts, feedback and essential information while building both confidence and performance. Successful induction of staff makes a major contribution towards the school achieving its strategic goals.

AIMS

- To provide new and returning staff (including staff changing roles) with the support, direction and information that will allow them to be fully effective and comfortable in their new role.
- To address relevant policies, philosophies and procedures and to develop the knowledge, attitudes and skills to empower new staff to be effective in their roles.
- To introduce new staff to the culture, community, expectations and goals of the school.
- To help staff gain a sense of belonging and security therefore reducing anxiety and building confidence.
- To establish productive and harmonious relationships with colleagues.
- To provide a mentoring program for new staff and staff undertaking a significant change of role.

OBJECTIVE:

- To provide new and returning teachers and SSO staff with the support, direction and information that will allow them to be fully effective and comfortable in their new role.
- It will address the relevant policies, philosophies and procedures and develop the knowledge, attitudes skills to empower them as effective members of staff.
- Introduce the staff members to the culture, expectations and goals of the school.
- Help the new staff member gain a sense of belonging, security, reduce anxiety and build confidence.

IMPLEMENTATION

- The school Principal is responsible for ensuring each newly appointed teacher/SSO to our school, or teachers/SSO returning from extended leave, undertakes a supportive and effective formal induction program.
- Skilled and experienced teachers with strong communication and interpersonal skills will be used as mentors for each beginning and returning teachers.
- Each induction will be planned and documented prior to commencement of a new teacher.
COMPONENTS OF THE INDUCTION PROGRAM

INDUCTION PROGRAM PHASES

Pre-commencement phase - a formal written welcome to the school, orientation visit and information organised, inclusion of new staff members name on lists, meet class and discussions regarding role and responsibilities.

First 2 days - formal welcome and introduction to all staff, administrative tasks completed, go through staff handbook, functional requirements (timetables, class lists, photocopier, yard duty etc) and explanation of the induction program.

First week - Principal and mentor coordinator organise daily contact with new teacher, discussions regarding strategic plan and annual implementation plan, explanation of risk management issues (i.e OH&S, Emergency procedure) and communication procedures.

First month - Meet mentor continued and formal discussions between teacher and mentor including simultaneous additional time release organised for both, professional development needs of new teachers clarified and developed into a plan and organised. SSO staff linked in with cluster school staff in similar roles.

Second and Third months - On going mentor support (for the entire year), school responding to new teacher’s needs, induction program formally completed, celebrated and evaluated.

**During the Induction Program ‘Beginning Teachers’ will not be given any extra responsibilities outside their classroom and normal yard duty requirements**

EVALUATION

- Evaluation occurs informally and relies heavily on feedback from staff as to the relevance of content, and suitability of frequency of provision of elements of the Induction Program.
- Formal evaluation occurs in conjunction with a staff management survey.

This Policy will be reviewed as part of the school’s review cycle.