

## INDUCTION POLICY



### Rationale:

- Formal induction programs for new, returning and casual relief teachers provide them with support, direction, contacts, feedback and essential information to undertake their duties while building both confidence and performance.

### Aims:

- To provide new, returning and casual relief teachers with the support, direction and information that will allow them to be fully effective and comfortable in their teaching role.
- To provide information that clearly outlines their roles and responsibilities while teaching at this school, including the care and safety of students at all times.
- To establish productive and harmonious working relationships with colleagues.

### Implementation:

- The school principal is responsible for ensuring each newly appointed teacher to our school, or teacher returning from extended leave or casual relief teacher, 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 or returning teacher.
- Each induction will be planned and documented prior to commencement.
- The induction program will comprise components consistent with the DEECD *'Induction Resource Materials for Schools For Beginning and Returning Teachers'* document including:
  - **A Pre-Commencement Phase** - a formal welcome to the school, orientation visit and information organised, work space arranged, inclusion of new teacher's name on lists, and discussions regarding role and responsibilities. Invitation to any impending school event to meet the school community.
  - **First Two Days** – formal welcome from staff, introduction to mentor, administrative tasks completed, Staff Induction Handbook and Keeping Children Safe Resource Kit provided to staff member, functional requirements (timetables, classlists, photocopier details, yard duty etc) and explanation of the induction program.
  - **First Week** – Principal and mentor daily contact with new teacher, discussions regarding strategic plan and priorities, explanation of risk management issues and school communication procedures.
  - **First Month** – Continued and formal discussions between new teacher and mentor including simultaneous additional time-release organised for both, professional development needs of new teachers clarified and developed into a plan, professional development organised and ongoing 'round table' discussions conducted about school direction, priorities and expectations. Principal will ensure VIT registration requirements are met. Graduates and Mentors will attend VIT information days to ensure all expectations are known. Timelines for completion of portfolios for VIT registration will be organised.
  - **Rest Of The Year** – Ongoing mentor support, school responding to new teacher's needs, induction program formally completed, celebrated and evaluated.
- **Casual Relief Teachers** –a Casual Relief Teacher Handbook will be provided upon their first time of employment at the school. This will outline important information about school procedures and policies. Ongoing support and monitoring will be performed by the Principal throughout their employment.

### Evaluation:

- This policy will be reviewed by the leadership team in light of feedback received at the conclusion of each induction program.

This policy was last ratified by School Council in **August 2008**.

It was amended in **October 2016**.