

INDUCTION

POLICY

Purpose

Implement a formal induction process to equip staff with support and guidance required to feel informed and comfortable in their new environment.

Scope

To provide new staff to the school with the information and support relevant to their new setting which will allow them to be confident and effective in their new appointment.

Policy

The school will assign an Induction Co-ordinator to ensure the process is evaluated as required and implemented as expected.

The Principal will ensure:

- each beginning, returning, transferring staff member undertake a formal induction process as outlined below
- each new and returning teacher will be assigned a mentor
- mentors will be selected from a group of teachers who ideally work in a similar role as the new teacher and who possess the appropriate skills, experience, communication and interpersonal skills to effectively carry out the role
- mentors will be identified prior to the first day of the new teacher commencing
- mentors and mentees will have access to appropriate training to fulfil their role
- each induction program will be planned and documented prior to commencement and monitored by the co-ordinator
- the induction program will be consistent with Department of Education and Training (DET) 'Induction Resource Materials for Schools for Beginning Teachers'.
- **Pre-Commencement** – Mentor identified, a formal written welcome to the school, orientation visit and information organised, workspace arranged, inclusion of new staff member- names on lists- and discussion regarding role and responsibilities.
- **Induction Session** – An orientation activity for teachers which includes a tour of school, meeting key staff, overview of school priorities and programs, welcome kit (name tag, keys, staff information folder), explanation of risk management issues and school communication procedures and explanation of the induction program and information folder.
- **First Two Days** – Formal welcome from staff, introduction to mentor, administrative tasks completed.
- **First Week** – Principal/mentor daily contact with new teacher.
- **First Term** – Continued discussions between new teacher and mentor including additional time release organised for provisionally registered teachers, professional development organised and on-going discussions conducted about school direction, priorities and expectations.
- **Term 2-4** – Regular meetings to prepare for full registration requirements for the Victorian Institute of Teaching (VIT).

Evaluation:

This policy will be reviewed as part of the school's review cycle.

This policy was last ratified by School Council in...

November, 2018