

# INDUCTION OF STAFF

## POLICY

### Rationale:

- Formal induction programs for new and returning staff provide them with support, direction, contacts, feedback and essential information while building both confidence and performance.

### Aims:

- To provide new and returning staff with the support, direction and information that will allow them to be fully effective and comfortable in their new teaching role.
- To establish productive and harmonious working relationships with colleagues.

### Implementation:

- The school principal is responsible for ensuring each newly appointed staff to our school, or staff returning from extended leave, undertakes a supportive and effective formal induction program.
- Skilled and experienced staff members with strong communication and interpersonal skills will be used as mentors for each beginning or returning staff member.
- 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 written welcome to the school, orientation visit and information organised, workspace arranged, inclusion of new staff members name on lists, and discussions regarding roles and responsibilities.
  - **First Two Days** – formal welcome from staff, introduction to mentor, administrative tasks completed, handbook provided to staff member, functional requirements (timetables, class lists, photocopier details, yard duty etc) and explanation of the induction program.
  - **First Week** – Principal and mentor daily contact with new teacher, discussions regarding charter and priorities, explanation of risk management issues and school communication procedures, invitation to be involved in teams, groups and committees as appropriate.
  - **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.
  - **Second & Third Month** – Ongoing mentor support, school responding to new teacher’s needs, induction program formally completed, celebrated and evaluated.

### 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...

**February, 2014**