



INDUCTION POLICY

1 Rationale

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

2 Aims

The purpose of induction is:

- to provide an opportunity for professional learning in a collegiate environment
- to ensure that the values and pedagogical priorities of the school are communicated
- to support beginning teachers in their professional initiation
- to maximise the chances of committed young teachers continuing in the profession
- to guarantee a quality educational experience for all students

3 Implementation

The school principal (or nominee) is responsible for ensuring each newly appointed teacher to our school, or teacher 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 or returning teacher. Each induction will be planned and documented prior to commencement.

3.1 Beginning and Returning Teachers

1. *A Pre-Commencement Phase* - a formal written welcome to the school, orientation visit and information organised, workspace arranged, inclusion of new teacher's name on lists, and discussions regarding role and responsibilities.
2. *First Two Days* – a formal welcome from staff, introduction to mentor, administrative tasks completed, Induction handbook provided to staff member, functional requirements (timetables, class lists, photocopier details, yard duty etc.) and explanation of the induction program.
3. *First Week* – Principal and mentor daily contact with new teacher, discussions regarding Strategic Plan, Annual Implementation Plan and priorities, explanation of risk management issues and school communication procedures, invitation to be involved in teams, groups and committees as appropriate.
4. *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 VIT or P&D plan, professional development organised and ongoing 'round table' discussions conducted about school direction, priorities and expectations.
5. *Second & Third Month* – Ongoing mentor support, school responding to new teacher's needs, induction program formally completed, celebrated and evaluated. VIT progress monitored
6. *Ongoing* induction support as needed over subsequent months.

4 Evaluation

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