

Induction Policy

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.

PURPOSE OF THE POLICY

To provide new and returning teachers 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.

To ensure that new and returning staff develop an understanding of school procedures (e.g. Child Safety Standards, Code of Conduct, Dress Code, Reporting Guidelines, and Emergency Procedures).

Our school is committed to child safety and establishing and maintaining child safe and child friendly environments where all children are valued and feel safe. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently through our policies and procedures.

GUIDELINES FOR ACTION

1. The school Principal is responsible for ensuring each newly appointed teacher to our school, or teacher returning from extended leave, undertakes a supportive and effective induction program.
2. An Induction Coordinator will be appointed.
3. Where possible skilled and experienced teachers with strong communication and interpersonal skills will be used as mentors for each beginning or returning teacher.
4. The Induction program will comprise components consistent with the DET 'Induction Resource Materials for Schools For Beginning and Returning Teachers' document including:

A Pre-Commencement Phase - A formal written welcome to the school (email from Principal), the Induction Handbook provided to staff member, orientation visit and information organised (e.g. Meet the Teacher/ Planning Day), workspace arranged, inclusion of new or returning teacher's name on lists, added to Sentral, etc. and discussions regarding role and responsibilities.

First Two Days – Formal welcome from staff, introduction to mentor, administrative tasks completed, Workforce Planning document provided to staff member, functional requirements (Via Sentral: timetables, class lists, photocopier details, yard duty, etc.) and explanation of the Induction Program.

First Week – Principal, Induction Coordinator and mentor/buddy will have daily contact with new teacher, discussions regarding school priorities, explanation of risk management issues and school communication procedures, invitation to be involved in teams, groups and committees as appropriate (Staff Association), overall yearly calendar.

First Month – Continued and formal discussions between new teacher and mentor/buddy and Induction Coordinator, professional development needs of new teachers clarified and developed into a plan (VIT, PDP, Roles & Responsibility), Professional Practice Day organised, PD on current initiatives and ongoing ‘round table’ discussions conducted about school direction, priorities and expectations (PLC/ Administrative Meetings).

Second & Third Month – Ongoing mentor/buddy support, school responding to new teacher’s needs,

As well as ongoing informal liaisons with mentor and team members the Induction Coordinator will organise formal meetings as required with their new school colleagues, during the first semester of the school year.

Term 1 – New or returning staff will attend weekly Induction PD relating to processes and curriculum areas to explain the procedures at NWNPS. Areas to be covered include: English (CAFÉ, SCRIPTS and Smart Spelling), Administration, Mathematics and Wellbeing.

Term 2 – Staff will continue to attend regular sessions to become familiar with Assessment, English, Wellbeing and Inquiry processes. The induction program is formally completed and will be evaluated later in the year through feedback sought from the new or returning staff.

As for all staff, new teachers will develop individual performance development plans in consultation with the Principal, based on both personal development needs, student learning and School priorities.

Graduate teachers will work on their VIT registration in place of performance plans in their first year. The Induction Coordinator will support this process.

New and returned staff will participate in professional learning to identify, assess, and minimise risks of child abuse and to learn about mandatory reporting, child protection and other matters that affect children and young people. All new employees will receive a copy of the school’s Child Safety Policy and Code of Conduct which will be part of the Induction Handbook.

NARRE WARREN NORTH PRIMARY SCHOOL



This policy is to be read in conjunction with the school's Child Safe Policy and Code of Conduct.

The Induction policy will be reviewed by Leadership in light of feedback received at the conclusion of each induction program.

DET resources:

https://www.education.vic.gov.au/hrweb/workm/Pages/default_induct.aspx

Reviewed: 1st September 2020

Ratified by School Council: XX February 2021