

# INDUCTION

## NARANGA SCHOOL POLICY

### Rationale:

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

### Aims:

- 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 role.
- To provide training consistent with the expectations of working at Naranga School.
- To establish productive and harmonious working relationships with colleagues.

### Implementation:

- The school principal is responsible for ensuring each newly appointed staff member to our school, or staff returning from extended leave, undertakes a supportive and effective formal 3-month induction program.
- Skilled and experienced staff 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 DE&T *'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, necessary training completed, inclusion of new teacher's name on lists, and discussions regarding role 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, 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, weekly meetings with induction coordinator to discuss issues as they arise, respond to new teacher's needs, induction program formally completed, celebrated and evaluated.
  - **Remainder of school year** - Induction handbook completed and signed by staff member and Induction Coordinator, meetings to be set on a needs basis, mentor and buddy to check in weekly.

**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....

**June 2013**