



ST. PATRICK'S PRIMARY SCHOOL

INDUCTION PROGRAM POLICY

Rationale

The Induction Program is designed to meet the needs of all staff newly appointed to positions at St. Patrick's Primary School:

- Provisionally registered teachers
- Registered teachers with limited experience
- Experienced teachers
- Teachers in new leadership roles
- Teachers returning from extended family leave
- Orientation for emergency teachers
- Orientation for student teachers

Induction

Refers to providing structured support to inform new teachers on the organisation, procedures and expectations of the school in relation to students, curriculum delivery, administrative procedures and communication.

Mentoring

Moves beyond the practical to include structured support for the personal and professional development of all teachers in a range of areas over a period of time. Mentors should be seen as "a critical friend focusing on reflective practice"

KEY PRINCIPLES OF INDUCTION PROGRAM

- Embedding new teachers in a team of capable, experienced and supportive teachers is the best means of providing effective induction
- It is essential that documented support material is available for access by all teachers when needed. Information may be on school network, school documents such as Administration Folder and induction program checklist.
- Specific role and experience of each new teacher should be used to adapt program to individual needs
- Induction Program should include mentoring support for each participant according to need.
- Teachers in mentoring role will be provided with professional development and guidelines so as to plan and conduct support

PROVISIONALLY REGISTERED TEACHERS

Provisionally registered teachers have to complete CEM and VIT requirements to achieve registration. The school will provide a mentor to guide and support the provisionally registered teacher through this process. Guidelines and documentation requirements are specified through professional development days provided by CEO and VIT.

Inexperienced teachers should continue to receive mentoring support by a specific teacher.

MANAGEMENT OF PROGRAM

Overall responsibility for the induction program lies with the Assistant Principal, however, with all there is to know about teaching, it cannot be learned through one person but needs the contributions of many staff members. Induction is a shared responsibility. It is an element of the professional development program.

The school will support the program by providing effective program coordination, resourcing professional development opportunities where appropriate and using mentors.

IMPLEMENTING THE INDUCTION PROGRAM

The induction program will have a number of phases:

Pre commencement

Principal and Assistant Principal will organise the delivery of a Welcome kit as well as school visits. These visits will include an overview of school policy, programs and procedures outlined in the Pre Commencement Checklist. New teachers will be given an Induction Kit which will provide an outline of the induction process, some information and direct them to school resources

Teachers will have a mentor appointed to guide and assist them. As well there will be a particular emphasis on ensuring the new teacher is supported through membership of the team of teachers with whom they will work.

Laying Foundations

This will focus on supporting the new teacher through the first weeks.

An Induction plan tailored to meet the needs of the new teacher will be developed and implemented over the year. The *Induction Program Planning Checklist* provides an overview of the program with references to more detail and resources within the *'Planning an Effective Induction Program'*. The Induction Program Coordinator will use this resource as a reference. Specific

planning and organisation of meetings will be based on the needs of the new teacher and the school. Professional Development will be provided for mentors where necessary.

Professional Growth

This will be based on the ongoing needs of the teacher. It will be an extension of the original Induction Plan and will be developed in consultation with the new teacher, the mentor and the Curriculum and Professional Development Coordinators.

Evaluation

Each year participants in the Induction Program, both new teachers and mentors will complete the Induction Program Evaluation Sheet. These results will be used in the annual evaluation of the program.

Program Overview

WELCOME KIT

- Letter of welcome and congratulations. *Letter should include contact person and phone number. Times and dates of meeting if contact has already been made.*
- Term dates / Car parking details
- St Patrick's Current newsletter
- St Patrick's Website address with an interim email address
- For both beginning and returning teachers useful information can be found on government Website: *www:education.vic.gov.au*

Then select Teachers

- *Professional learning Teacher development*
- *Induction in Effective Schools (Menu on left)*
- *Advice for Beginning Teachers – Resources*
- Voices from the Profession

OR

- *Advice for Returning Teachers (resources in beginning teacher section also useful)*

INDUCTION KIT

Induction Policy and Program

Pre Commencement Checklist

Staff Induction Planning Guide

Staff Information accessed through school intranet and with links to Department of Education and Early Childhood Development Guidelines

Year Level Information Book for previous year

School Map

Staff List

Parent handbook

STAFF INDUCTION PLANNING GUIDE

Documents	Discussion	Completed
Staff Information – Intranet <i>See enclosed overview</i>		
Curriculum Organisation <ul style="list-style-type: none"> ▪ Intranet sources ▪ <i>Links to DEECD</i> ▪ <i>Guide to School! Shared Folder on Network</i> ▪ <i>Australian Curriculum</i> ▪ <i>Assessment and Reporting</i> ▪ <i>Planning</i> ▪ <i>Integrated Units</i> ▪ <i>Documentation</i> 		
Performance and Development Review Process		
Professional Development Plans		
Risk Management and Occupational		
Rehabilitation Program Statement		
Privacy Guidelines and Processes		

INITIAL INDUCTION CHECKLIST

Name _____

Mentor _____

	Items	Responsibility	Completed
1	Welcome letter	Principal/Assistant Principal	
	Initial contact person	Assistant Principal	
2	Staff list and responsibilities (Photos?)		
3	Introduction to staff generally		
4	Introduction to team members and mentor		
5	Tour of school, location of classroom, major resources, playgrounds etc		
6	School Map		
7	Staff room procedures		
8	Pigeon holes		
9	Introduction to section team leaders		
10	Introduction to IT support staff		
11	Computer access organised		
12	School intranet		
13	Introduction to office staff		
14	Office procedures e.g. cash books, notices,		
15	Photocopying procedures, Confidential information to be shredded		
16	Telephone procedures		
17	Daily Bulletin, Weekly Staff Bulletin		
18	Assembly procedures		
19	School calendar, Term dates		
20	Emergency evacuation		
21	First Aid Procedures		
22	OHS outline		
23	Introduction to Integration Staff		
24	Newsletters – items and distribution		
25	Specialist timetables		
26	Duty rosters and responsibilities		
27	Canteen list and routines		
28	Teacher Welfare Issues – absences, leave, payroll Contact Phone Number		
29	Student Management		
30	Mandatory Reporting		
31	“At risk” students		
32	School Goals and Priorities		
33	School Annual Implementation Plan		
34	Role and responsibilities – year level information book; planning overviews	Mentor/Year Level Coordinator	
35	Meeting with PD coordinator to assess specific PD needs – school and personal		
34	Induction plan developed	Assistant Principal	

INDUCTION PROGRAM PLANNING CHECKLIST

PRE COMMENCEMENT		LAYING FOUNDATIONS		Continuing PROFESSIONAL GROWTH
Preparing	Introduction, welcome	WEEK 1	WEEK 2 – 8	Week 9 and on..
Determine who is responsible for induction, mentoring	Meeting with Principal, to include: Tour, Allotment, Job expectations, Job and Full Registration requirements	Daily contact with Principal or Assistant Principal	Continued contact with Principal (providing feedback & acknowledgement)	Continued monitoring of induction program;
Download 'Voices from the Profession' from Sofweb; compile Orientation information	Teacher welcomed and introduced to staff; Introduce to Professional Learning Team or unit	Welcome lunch, morning tea for new staff	Opportunities to observe other teachers' lessons are arranged (<i>Collegiate Classroom Activity</i>)	Continued opportunities for observing (<i>Collegiate Classroom Activity</i>), focus on developing teaching practice
Letter of welcome /congratulations sent to teacher with school 'welcome kit' and Voices from the Profession			Regular sessions organized for new teachers to meet and share common experiences	Opportunities provided to meet with peers; Provide information on teaching structure, career opportunities & pathways
Telephone call made as follow up and arrangements for school visit made	Provide opportunity to examine the calendar – key assessment dates, requirements etc		Extra curricular activities determined to avoid conflict with developing teaching & learning practice	Support mentors to undertake DE&T/VIT training; Mentor collegiate discussion opportunities and training provided;
Invite teacher to curriculum days, planning sessions & work in the classroom	Provide opportunities to plan curriculum and participate in school planning days		Collaborative curriculum planning opportunities provided	Plan and provide PD opportunities, to support new teachers identified needs
Plan PD activity, exploring the job requirements and school organisation Plan for Induction into the Local Community	Provide planned PD activity exploring the job requirements and the school organisation; Induction into the community		Establish support network, where needed, for skill development e.g. classroom management skills; Encourage access to PD opportunities; Buddy to attend (if appropriate)	Begin Performance and Development process; Encourage access to PD opportunities; Mentor to attend (if appropriate) Document PD undertaken (<i>full registration process</i>)
Allocate an initial support person – a 'Buddy', for the purpose of orientation	Introduce to buddy; identify particular induction needs of the teacher. Provide opportunity to work with buddy in the classroom	Daily discussions between buddy and teacher to identify immediate needs; Shadowing opportunities provided	Meetings with buddy, Provide team teaching, shadowing continue	Principals attend VIT Full Registration Principal briefings; Plan for panel discussion
Mentor Coordinator asks for nominations for mentors	Mentor Coordinator provides training to nominated mentors; Mentors attend state-wide DE&T/VIT training		Formal mentoring relationship begins week 6	Formal regular meetings between Mentor and mentoree; discussions support ' <i>Analysis of Teacher & Learning</i> ';
Desk arranged /Classroom resources provided				Provisionally registered teachers attend VIT forums
Office staff to be advised of new appointment			Evaluate program	Evaluation of program undertaken at intervals- 6 months, 12 months
New teacher's name to be added to staff lists/circulation lists	Confirm Draft Induction Program		Celebrate	Celebrate, acknowledge

