Basic belief

Formal induction programs for new and returning teachers provide them with support, direction, contacts, feedback and essential information while building both confidence and performance. It is very important that new teachers are fully conversant with the running of the school in order to establish productive and harmonious working relationships with colleagues, and them with the support, direction and information that will allow them to be fully effective and comfortable in their new teaching role.

Implementation:

- 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 formal induction program.
- A mentor will be appointed for each new or returning teacher, who is also a skilled and experienced teacher with strong communication and interpersonal skills.
- 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, Staff handbook (a comprehensive document is updated by the Principal at the beginning of every year), work space is arranged, and discussions regarding role and responsibilities are part of this stage.
  - First Day – formal welcome from school community, introduction to mentor, administrative tasks completed, handbook provided to staff member, functional requirements (timetables, class list, ICT details, yard duty and first aid responsibilities, school structure etc), team planning opportunities provided and explanation of the induction program.
  - Second Week – Principal / mentor informal contact with new teacher, discussions regarding school strategic plan, explanation of risk management issues, teaching strategies (embedded ICT and Thinking Curriculum), planning in Department Team, and school communication procedures, (newsletters) will be discussed.
  - First Month – Continued and formal discussions between new teacher and Principal / mentor including providing the opportunity to observe each other teaching and provide feedback (this could become a regular feature of the mentor / inductees relationship for the first few months and longer if desired), continued department team planning, professional development needs of new teachers clarified and developed into a plan, professional development organised and ongoing ‘round table’ fortnightly meetings are conducted about school directions, priorities and expectations.
  - Second & Third Month – Ongoing mentor support, school responding to new teacher’s needs, fortnightly meetings and Department team planning continued, induction program formally completed, celebrated and evaluated.
  - Beyond the first term - The mentoring process beyond the first term may require regular one to one meetings between graduate and mentor. Continued joint/department team planning and the opportunity for mentor coaching and demonstrations will be provided. It will also be necessary to negotiate extra time release for Graduate staff, investigate the involvement of beginning teachers in Region and AEU professional development activities, and organise coaching opportunities.

- A similar procedure will be used for the induction of new and returning SSOs
- Induction materials and first time visits are also conducted for new Casual Relief Teachers and Student Teachers.
- DEECD Internet resources:
- This policy will be reviewed as part of the school’s three-year review cycle.
- This policy was ratified by the Mansfield Primary School Council on 16th August 2010
- Review Date: 2013