INDUCTION POLICY - 2014

To be reviewed: 2017

RATIONALE:

Induction is a vital process in welcoming new staff members into our workplace. It is an integral component of the school’s performance and development culture and staff wellbeing program. It is seen as a support mechanism, put into place in a spirit of collaboration in order to assist new staff members to settle into Our Lady’s school community. The process of induction is different for Beginning Teachers, Proficient and Highly Accomplished Teachers and Proficient and Highly Accomplished Teachers Returning to the Workplace, Specialist Teachers, School Officers, Education Support Officers and those who take on a Position of Leadership.

AIMS:

• To facilitate a process whereby new staff members feel welcomed, supported and included within the school community.
• To familiarise staff with the ethos, traditions and processes of Our Lady’s School and its community.
• To recognise the differing needs of new staff members by providing an induction program to suit individual needs.

IMPLEMENTATION:

Graduate Teachers

The induction process, in line with the Victorian Institute of Teaching (VIT) Guidelines, commences when a Beginning Teacher takes up their appointment. A mentor is appointed to work closely with the teacher. The Deputy Principal arranges a meeting to discuss issues of administration, student wellbeing and learning and teaching. Depending on circumstances, the Deputy Principal may fulfil both roles. An application is made to the Catholic Education Office to assist with funding and the school commits to meeting the remainder of the cost for release time. A professional learning program is drawn up, encompassing a wide range of issues and consisting of modules to meet short and long-term needs. Goals are set, strategies are devised to meet the goals and regular meetings are held. Staff with particular expertise are co-opted to assist, thereby providing the broadest range of learning for the inductee. Policies are referred to thus ensuring familiarisation and understanding.

The Beginning Teacher also attends professional learning conducted by the VIT.

Proficient and Highly Accomplished Teachers

The induction process begins when a new teacher takes up their appointment. A mentor is appointed to work closely with the teacher. The Deputy Principal arranges a meeting to discuss issues of administration, student wellbeing and learning and teaching. This also covers an understanding of the school’s Vision and Mission Statements, as well as teaching duties and expectations. Policies are referred to, thus ensuring familiarisation and understanding. New teachers are encouraged to articulate where they may require support and mentoring.
from specific staff is arranged if necessary. The teacher works within a team, with this collaboration offering opportunities for sharing ideas and approaches. The experienced teacher also meets with those in key leadership roles.

**Proficient and Highly Accomplished Teachers Returning to the Workplace**

The induction process begins when a teacher takes up their appointment after some time out of the workplace. A mentor is appointed to work closely with the teacher. If the teacher works within a team this collaboration would offer opportunities for the sharing of ideas and approaches. The Deputy Principal arranges a meeting to discuss issues of administration, student wellbeing and learning and teaching. This also covers an understanding of the school’s Vision and Mission Statements, as well as teaching duties and expectations. Policies are referred to thus ensuring familiarisation and understanding. Teachers are encouraged to articulate where they may require support and mentoring from specific staff is arranged if necessary. More structured support is given, especially in the area of curriculum changes, establishment of procedures, teaching and behaviour management strategies and goal setting.

**School Officers and Education Support Officers (ESO)**

The induction process begins when a School Officer or ESO takes up their appointment. If the School Officer is to be working in the Office, responsibility for induction is with the Principal and/or another School Administration Officer. The Principal arranges a meeting to discuss issues of administration, processes and procedures, well being and school policy. The Student Services Leader takes responsibility for the induction of the ESOs who are classroom based and School Officers appointed to other areas within the school are inducted by their immediate supervisor.

**Positions of Leadership (POL)**

The induction process for staff taking on Positions of Leadership (POL) may either:

a) be facilitated by the person previously in the role; or
b) require discussion between the Principal and the person newly appointed to the POL to ensure clarity of the role description and guidance regarding key goals for the year.

Regular meetings of the School Development Committee and the Principal will provide further cohesion of the implementation of the School Improvement Plan.

Where provided, those appointed to POLs will attend professional learning sessions to assist them in their knowledge of the role.

**EVALUATION:**

This policy will be reviewed by the staff as part of the school’s three-year cycle.