

COATESVILLE PRIMARY SCHOOL

Induction Policy

Version:

Date of Issue: 8th November 2005

Authorised: _____

/ /

Copy No.:

Final

1. Purpose:

- 1.1 To provide formal induction programs for new and returning staff members.
- 1.2 To welcome the staff into the school by providing support, direction, contacts, feedback and essential information.

2. Guidelines

- 2.1 New and returning staff (i.e. staff who have had extended leave of 12 months or more) will be provided with the support, direction and information that will allow them to be fully effective and comfortable in their new role.
- 2.2 Productive and harmonious working relationships with colleagues will be encouraged.
- 2.3 Mutual responsibilities are embedded into this program.

3. Implementation:

- 3.1 The school principal is responsible for ensuring each appointee to our school, or staff returning from extended leave, undertakes a supportive and effective formal 3 month induction program.
- 3.2 Skilled and experienced teachers/SSOs with effective communication and interpersonal skills will be used as mentors for each beginning or returning teacher/SSO.
- 3.3 The induction program will be planned and documented.
- 3.4 The induction program will be 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, work space arranged, inclusion of new staff member'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, classlists, photocopier details, yard duty etc) and explanation of the induction program.
 - **First Week** – Principal/Assistant Principal and mentor daily contact with new staff member, discussions regarding strategic plan 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 staff member and mentor including simultaneous additional time-release organised for both, professional development needs of new staff member 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, school responding to new staff member's needs, induction program formally completed, celebrated and evaluated.

Required.

(Reference: Circular 4/2001 - 'Induction Resource Materials for Schools For Beginning and Returning Teachers')