

## **INDUCTION FOR NEW STAFF POLICY**

Policy developed 2004.  
Policy reviewed 2011.  
Policy reviewed 2014.  
Policy reviewed 2018  
Policy to be reviewed 2021

### **Identity Statement**

St Joseph's; a child safe school, is a Catholic Community in the Josephite tradition where we learn and grow in the Spirit together.

### **Vision Statements**

St Joseph's; a child safe school, strives to be an educating community:

Where the total development of each child is nurtured.

Where an environment of trust, respect, hope and safety is built, with direct reference and consideration to child safe standards and policies.

Where families and the school work in partnership sharing the responsibility to educate the child.

Where school life is an integral part of parish and the wider community.

Where the students learn in a challenging, enjoyable and cooperative way.

Where the teachings of Jesus are taught, modelled and lived.

### **Graduate Outcomes**

St Joseph's students learn to become:

Problem solving, inquiring, critical thinkers with high competencies in literacy and numeracy.

Technologically competent and ethical users of technology.

Hope filled, independent, resilient and confident young people.

Knowledgeable and appreciative of the Catholic faith.

Socially adept, respectful, just, environmentally conscious and appreciative of diversity.

**At St Joseph's we are being our best when we are...**

**Being respectful;**

**Being friendly;**

**Being positive learners.**

## **Rationale:**

It is the policy of our school, St. Joseph's, to ensure that all new and returning staff feel welcomed, are professionally supported and are aware of what their role entails. Formal induction programs for new and returning teachers provide them with support, direction, contacts, feedback and essential information while building both confidence and performance.

## **Aims:**

We believe....

- New staff need to gain a sense of belonging.
- That an ongoing support structure is provided for all new staff members.

Therefore we will:

- welcome new staff members into our school.
- familiarise them with the school's policies and procedures.
- allocate time for new staff to gain an understanding of the school's practises, procedures, personnel and their various roles, resources and expectations.
- endeavour to provide professional learning to meet the needs of new staff members.
- ensure graduate teachers participate in the Diocesan Induction Program and V.I.T. Induction Program.
- ensure that all graduate teachers and new staff are provided with a mentor.
- provide new and returning teachers with the support, direction and information that will allow them to be fully effective and comfortable in their new teaching role.
- establish productive and harmonious working relationships with colleagues.

## **Guidelines for implementation:**

Our induction policy will include the following strategies that will enable it to be put into practice:

- 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.
- Skilled and experienced teachers 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 and should include:
  - **A Pre-Commencement Phase** - a formal written welcome to the school, orientation visit and information organised, workspace arranged, 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 or 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 including simultaneous additional time-release organised for both, 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, school responding to new teacher's needs, induction program formally completed, celebrated and evaluated.

The school will endeavour to provide:

- Peer Coaching
- Provide all staff with a letter of appointment and a role description.
- Graduate teachers must complete the V.I.T. registration process
- Mentor System - regular meetings as agreed to with Principal
- Mentor - appointed for relevant personnel
- C.E.O./ V.I.T. Induction Days
- Area team planning meetings
- Pastoral Care support for all staff
- Staff Handbook
- School policies
- Extra release time for graduate teachers
- Attendance of planning day for the following year
- School orientation - school key, alarm system, buildings, etc...

#### **Evaluation:**

Our school's evaluation process will include:

- Discussion and regular monitoring between Principal, mentor and staff member.
- Annual Review Meeting (ARM)
- A review by the leadership team in light of feedback received at the conclusion of each induction program.

This policy will be reviewed as a part of the school's three-year review cycle, by the staff, in 2021.

#### **Resources:**

- C.E.O. Induction program in folder on Principal's bookshelf
- V.I.T. Induction program
- Staff Handbook
- School Policy folder
- C.E.O. personnel

#### **Professional Learning provision:**

- C.E.O./ V.I.T. Induction program
- Identify and provide professional learning to meet the needs of new staff members.