

# TERANG COLLEGE

# STAFF INDUCTION

## POLICY (Staff)

### 1. RATIONALE

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 new teachers are fully conversant with the running of the College in order to establish productive and harmonious working relationships with colleagues, and then with the support, direction and information that will allow them to be fully effective and comfortable in their teaching role.

### 2. AIM

To ensure each newly appointed staff member to the College, or an employee returning to the College from extended leave, feels supported and establishes productive and harmonious working relationships with colleagues and can become a fully effective and comfortable employee.

### 3. IMPLEMENTATION

- 3.1 Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and Government Ministerial Orders and Acts.
- 3.2 The College Principal is responsible for ensuring each newly appointed teacher to the College, or teacher returning to the College from extended leave, undertakes a supportive and effective formal induction program.
- 3.3 A mentor will be appointed by the Principal for each new or returning teacher, who is also a skilled and experienced teacher with strong communication and interpersonal skills.
- 3.4 Each induction will be planned and documented prior to commencement.
- 3.5 The induction program will comprise components consistent with the DET 'Induction of Beginning and New Teachers: A Guide For Principals' document including:
  - 3.5.1 A Pre-Commencement Phase – a welcome to the College, orientation visit, induction package including; staff handbook, induction checklist, OHS checklist and staff photo provided to staff member, work space is arranged, explanation of the induction program and discussions regarding role and responsibilities are part of this stage.
  - 3.5.2 First Weeks – a formal welcome from staff, introduction to mentor, administrative tasks completed, functional requirements (timetables, class lists, ICT & photocopier details, yard duty responsibilities, College structure etc.), regular mentor contact with new teacher, discussions regarding College priorities, explanation of risk management issues and College communication procedures, invitation to be involved in teams, groups and committees as appropriate.
  - 3.5.3 First Term – continued and formal discussions between new or returning teacher and mentor including additional time-release organised for a graduate, professional development needs of new teachers clarified and developed into VIT or P&D plan, professional learning organised and ongoing discussions conducted about the College direction, priorities and expectations.
  - 3.5.4 Second & Third Term – Ongoing mentor support, College responding to new teacher's needs, VIT progress monitored if required.
  - 3.5.5 Fourth Term – VIT process completed as per the VIT guidelines, P&D process continued, induction program evaluated.
- 3.6 A similar procedure will be used for the induction of new and returning Support Staff.
- 3.7 All relevant materials will be located on the College server and remain up to date.

### 4. EVALUATION

- 4.1. This policy will be reviewed in light of feedback received at the conclusion of each induction program.
- 4.2. This policy will be reviewed as part of the College's three-year cycle.

*Approved by College Council on 20/08/2018*