



Flemington Primary School

2007

INDUCTION & MENTORING PROGRAM

“The quality of the induction program means the difference between learning to teach well rather than merely learning to cope.”

Induction Resource Materials

Flemington Primary School
Induction and Mentoring Program

OBJECTIVE:

- To 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.
- It will address the relevant policies, philosophies and procedures and develop the knowledge, attitudes skills to empower them as effective members of staff.
- Introduce the teacher/s to the culture, expectations and goals of the school.
- Help the teacher gain a sense of belonging, security, reduce anxiety and build confidence.

IMPLEMENTATION:

- The school principal is responsible for ensuring each newly appointed teacher to our school, or teachers 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 and returning teacher.
- Each induction will be planned and documented prior to commencement.

WHO IS THE INDUCTION FOR?

- Beginning teachers- First 2 years of their teaching service.
- Returning teachers – 2+ years out of teaching.
- Teachers transferring into the school
- Teachers transferring into the school in promotion positions

WHAT DOES THE PROGRAM INCLUDE?

The program is supported through:

- The commitment of the leadership team and experienced teachers.
- The professional development budget.
- Mentoring program where experienced teachers are matched with new teachers to the school.
- All staff are given an information manual about the school.

Strategy – Key Aspects.

Strategies are introduced step by step with an understanding that too much information can lead to information overload and hence, teachers becoming overwhelmed. Strategies include:

1. The linking of role description to professional development.
2. Clear communication structures.
3. Induction day for newly appointed and returning staff.
4. Time provided for classroom visit.
5. Match teachers with a mentor.
6. New staff are not allocated any formal responsibilities for Term 1 so that they can concentrate on their classroom.

HOW IS THE PROGRAM EVALUATED?

- Evaluation occurs informally and relies heavily on feedback from staff as to the relevance of content, and suitability of frequency of provision of elements of the Induction Program.
- Formal evaluation occurs in conjunction with a staff management survey.

COMPONENTS OF THE INDUCTION PROGRAM

Familiarisation with the following documents:

- Staff Handbook
- Displan
- Student Code of Conduct and / YCDI policy
- Staff Roles and Responsibilities
- School Charter
- School Budget
- Timetables
- Yard Duty Roster
- Assessment Evaluation and Reporting
- Victorian Essential Standards (VELS) documents
- Progression Points related to VELs
- Curriculum and Standards Framework II and @Works CD.
- CRT folders
- Performance and Development Handbook

- Occupational Health & Safety Policy & Procedure Book
- e learning policy.
- School policies including Sexual harassment, Equal Opportunity
- Vision Statement
- Staff Values/School Values/Student Values/ Community Values
- School Programs- Environmental Awareness Policy (recycling, water tanks)

Familiarisation with the following procedures:

- Intra school communication i.e. bulletin, use of school web site, phones.
- Planning and conduct of excursions
- Supervision of students (Duty of care)
- Cashbooks and collection of money.
- Ordering
- Recording Absences-Roll
- Retention of notes.
- Hours of duty
- Reporting personal illness/absences
- Dress code
- Dealing with accidents
- Legal requirements/relationship with students
- Mandatory reporting
- Support agencies.
- Teacher Reviews
- Meeting schedules
- Leave entitlement
- Occupation Health & Safety – incident book.
- School Alarm System.
- Assembly Duty

Familiarisation with curriculum delivery and class/yard management.

- Work program and planning
- Student assessment and reporting – Communication Book, reports 3 Way Reporting.
- Resources and location-ICT use
- Parent communication
- Seeking advice and feedback
- School's philosophies and culture (Dalton and Anderson Program).
- Buddy system/ Student Code of Conduct in context with the YCDI program

Feedback and Review

- Matched to an experienced teacher- Mentor
- Observation of experienced colleagues
- Peer Observation (in line with school guidelines)
- Have own teaching observed by an experienced colleague and feedback provided
- Visit and observe teaching in another school
- Develop network with other beginning teachers in the district.
- Complete teacher review
- VIT Accreditation Process for Graduates (see Mentoring Folder)

Induction Program Phases

PRE-COMMENCEMENT PHASE- a formal written welcome to the school, orientation visit and information organised, inclusion of new teacher's name on lists, meet class and discussions regarding role and responsibilities.

FIRST TWO DAYS- formal welcome and introduction to all staff, administrative tasks completed, go through staff handbook, functional requirements (timetables, class lists, photocopier, yard duty etc) and explanation of the induction program

FIRST WEEK- Principal and mentor coordinator organise daily contact with new teacher, discussions regarding charter and priorities, explanation of risk management issues (i.e OH&S, Emergency procedure) and communication procedures.

FIRST MONTH- Meet Mentor continued and formal discussions between teacher and mentor including simultaneous additional time release organised for both, professional development needs of new teachers clarified and developed into a plan and organised.

SECOND AND THIRD MONTHS- On going mentor support (for the entire year), school responding to new teacher's needs, school induction program formally completed, celebrated and evaluated.

During the Induction Program 'Beginning Teachers' will not be given any extra responsibilities outside their classroom (such as taking on a formal program or leadership role)

FLEMINGTON PRIMARY SCHOOL STAFF INDUCTION PLAN

1. THE STAFF INDUCTION PLAN

- 1.1 Induction provides staff with directions, contacts, and information.
- 1.2 Induction helps staff identify skill and knowledge requirements at critical career points: - on recruitment, on taking up new appointment or leadership positions, and on returning to employment after long periods of absence.

2. THE VALUE OF INDUCTION

- 2.1 Orientation activities will assist staff to gain a sense of belonging and an understanding of the school's expectations, goals, structure and conditions of employment. They will generally occur in the first few days or weeks of taking up a new position.
- 2.2 Induction refers to both the orientation phase and the development of the knowledge, skills, and attitudes necessary to perform the specific duties. The needs of the school and its employees can be productively linked through a carefully planned induction program since induction is an excellent process for establishing a productive partnership with staff.
- 2.3 A staff member's job description and professional development plan will be developed as part of the induction program. The professional development plan should take into account, both the individual's professional and career development needs and the priorities of the school, as in the Annual Implementation Plan.
- 2.4 The Induction Program will incorporate any probation requirements for new employees to ensure that continuous support and feedback is provided as a part of the induction/probation process and to ensure that the new employee's performance is reviewed before permanency is confirmed.

3. WHO IS RESPONSIBLE FOR INDUCTION?

- 3.1 The Principal has primary responsibility and accountability for induction.
- 3.2 After the preliminary orientation phase responsibility may be delegated to an Induction Team that may comprise the Leading Teachers, Team Leaders, Professional Development Co-ordinator, Mentor/Appraiser and School Business Manager.
- 3.3 The Principal may wish to appoint a staff member as a mentor/appraiser to foster collegiate support for the new appointee and to assist the new staff member's career development. A mentor can often help the new staff member integrate smoothly into a team environment.

3.4 The mentor's role, however, cannot formally extend to performance review, or include final recommendations on permanency for new staff. Responsibility for these tasks will remain with the Principal.

4. THE INDUCTION PROGRAM WILL BE EFFECTIVE WHEN:

- there is close involvement of the School's Leadership Team;
- support is provided from colleagues;
- accountability mechanisms are built into the process to ensure that induction takes place;
- linkages to the staff member's duty statement, performance review, and professional development plan are built into the program;
- linkages to probation are incorporated in the program;
- the program is tailored to the individual and to the job;
- the program is phased in over several months and has a definite end-point.

5. EXPECTED OUTCOMES

After completing an induction program a staff member should be able to:

- understand the role and work requirements;
- access the facilities and resources needed to carry out his or her responsibilities;
- establish good working relationships with colleagues and management;
- understand relevant policies, guidelines, and procedures;
- develop clear work goals;
- complete a professional development plan that addresses individual and the school needs.

FLEMINGTON PRIMARY SCHOOL INDUCTION PROGRAM

STAFF MEMBER

STAFF RESPONSIBLE FOR INDUCTION

PRINCIPAL

LEADING TEACHER

TEAM LEADER

PROFESSIONAL DEVELOPMENT CO-
ORDINATOR

STAFF MENTOR/APPRaiser

SCHOOL BUSINESS MANAGER

DETAILS OF INDUCTION PROGRAM

- **STEP 1: PRE-EMPLOYMENT.**
- **STEP 2: THE FIRST TWO DAYS.**
- **STEP 3: THE FIRST WEEK.**
- **STEP 4: THE FIRST MONTH.**
- **STEP 5: THE SECOND & THIRD MONTHS.**
- **INDUCTION PROGRAM EVALUATION SHEET.**
- **INDUCTION PROGRAM RESOURCE LISTS A-E.**
- **SCHOOL PROCEDURE/PROTOCOL DOCUMENTS LIST F.**

STEP 1 - PRE-EMPLOYMENT

Step 1 covers four types of activities: initial contact with the new staff member; the selection interview; notification to the successful applicant; and publicising the new appointment in the school community.

The Principal uses these activities prior to a person taking up a new position to ensure the newcomer feels welcome and develops realistic expectations about the position and the school.

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
On receipt of application mail out position description and information about the school.	Principal	
Determine who will be responsible for the induction program: the Principal, Leading Teacher, Co-ordinator or Mentor.	Principal	
Mail out letter of congratulations and welcome, including starting date and time and outline of activities for first two days.	Principal	
Advise Induction Team members of staff member's starting date, role and responsibilities and discuss the role of the Induction Team members.	Principal	
Ensure that an induction program is developed.	Induction & Mentoring Coordinator	
Publicise the newcomer's arrival.	Principal	
Organise appropriate furniture, equipment and requisites are available for new staff member.	Assistant Principal	
Invite the person to visit the school or to attend a social function prior to start.	Principal	
Arrange compilation of school procedures/ protocol documents as per list.	Principal	
Advise School Business Manager of appointment.	Principal	

STEP 2 - THE FIRST TWO DAYS

The second step of the induction program is designed to enable the staff member to commence work with a clear understanding of the job requirements and the organising of the school.

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
Plan welcome.	Principal	
Provide a tour of the school and provide information about the local area as per List E.	Mentor	
Identify staff member's immediate needs and key information required to feel secure in the new environment.	Principal	
Introduce to key people in the school. Arrange to meet buddy.	Principal	
Plan for brief daily contact for the first week.	Induction & Mentoring Coordinator Mentor	
Complete relevant personnel and payroll paperwork requirements.	School Business Manager	
Provide with folders of school procedures, protocol documents as per attached List F. Organise keys to room, email address.	Principal	
Ensure staff member gains skills required for immediate job performance (eg photocopier, fax)	School Business Manager	
Discuss the induction program with staff member and introduce Induction Team members.	Principal	

STEP 3 - THE FIRST WEEK

During the first week it will be important to create working relationships that build mutual respect and understanding between staff.

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
Continue with daily contact and provide an opportunity for feedback and two-way communication.	Induction & Mentoring Coordinator Mentor & Buddy	
Discuss general duty statements and negotiate specific duties as per “Job Duties and Responsibilities” List B.	Principal	
Provide on the job support with teaching programs, teaching techniques and classroom management.	Team Leader	
Arrange a “welcome” morning tea for the new staff member.	Health & Well Being Coordinator	
Advise the staff member of meeting arrangements and the opportunity to be involved in the decision making processes	Principal Team Leader	
Check that staff member’s name is on appropriate circulation lists.	School Business Manager	

STEP 4 - THE FIRST MONTH

During the first month the new staff member will usually require additional support in the role and assistance in planning a professional development program.

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
Identify immediate PD needs through discussions, reflections and completion of PD planner. The individual professional development plan will support the individual's career goals, his or her specific development needs, and the school's professional development plan.	Professional Development Co-ordinator/ Mentor	
Continue on the job support with teaching programs, teaching techniques and classroom management.	Team Leader Buddy	
Provide briefing on "School Procedures, Rules and Regulations" as per List D.	Principal/ School Business Manager	
Continue regular meetings with Induction Team to monitor and evaluate induction progress against expected outcomes of the program.	Principal	
Arrange discussion to introduce staff member to "General Employment Conditions" as per List C.	Principal	
Introduce staff member to the Annual Implementation Plan.	Principal	
Discuss "school organisation, policies and functions" as per List A.	Principal	

STEP 5 - THE SECOND AND THIRD MONTHS

During these months the staff member will develop increasing competence and confidence. It is important that the successful completion of the induction program is acknowledged by the school and communicated to colleagues.

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
Ensure that the induction program is operating smoothly.	Principal	
Check if any further support is required to ensure that the staff member's work goals are being achieved.	Team Leader Buddy	
Further familiarisation of school procedures and protocols.	Principal/ Team Leader	
Ensure that the individual professional development plan completed at the beginning of the year has provided opportunities to develop areas of need.	Professional Development Co-ordinator	
Evaluate the induction program with input from people involved.	Principal	

PRINCIPAL		STAFF MEMBER	
DATE		DATE	

INDUCTION PROGRAM - EVALUATION SHEET

At the end of each program, the staff member and Principal together review the program using this evaluation sheet which is to be completed by the staff member. The purpose of this evaluation is to assess the usefulness of the program and to assist in the planning of future induction programs.

- | | | |
|---|------------|-----------|
| 1. Did you develop an induction plan? | Yes | No |
| | | |
| 2. Did the induction program help you to: | Yes | No |
| • understand the role and work requirements? | Yes | No |
| • access the facilities and resources needed to carry out your responsibilities? | Yes | No |
| • establish good working relationships with colleagues and management? | Yes | No |
| • understand the policies, guidelines and procedures of the workplace? | Yes | No |
| • establish clear work goals? | Yes | No |
| • complete a professional development plan that addresses your individual and work place needs? | Yes | No |

3. How would you rate the induction program?

4. What were the most useful aspects of the program?

5. What aspects of the program did you find least useful?

6. What additional activities would you suggest be included in future induction programs in your workplace?

INDUCTION PROGRAM - RESOURCE LISTS

LIST A - Organisation, Policies and Functions

The following topics should be covered during the first month. (A folder should be collated of relevant policies and information materials for presentation to each staff member).

- School goals and priorities, as per Annual Implementation Plan, and action plans.
- School policy and programs eg. curriculum, finance, resource planning, accountability framework, professional development, community relations.
- School decision making processes and school structure including school council, committees.
- DE&T organisation structure, policies, goals and priorities.
- School development planning, whole school planning process.
- Relationship of school and school programs to other work-units, eg. regional and district office.
- Explanation of specialist roles within the school. School newsletter, staff briefing.

LIST B - Job Duties and Responsibilities

This list suggests items that should be considered in the discussion between the Principal and staff member during the first week.

- Detailed explanation of job based on an up-to-date role description and of expected outcomes.
- Explanation of why the role is important, how the specific role relates to others in the school, the region and the DE&T as a whole.
- Roles and Responsibility manual in folder and available on server.
- Discussion of common problems and how to avoid and overcome them.
- Performance standards and review.
- Professional development.
- After-school duties and responsibilities.
- Extra duties.
- Required records and reports.
- Types of assistance available: when, who and how to ask for help.

<http://www.eduweb.vic.gov.au/hrweb/aztopic/default.htm>

LIST C - General Employment Conditions

The appropriate items from this list should be covered with the new staff member during the first month. Refer the staff member to the relevant document.

- Probation.
- Hours.
- Pay.
- Health and Safety.
- Conduct of staff, ethics.
- Relevant government acts and legislation.
- Appointments.
- Promotion and transfer.
- Higher duties.
- Appeals.
- Leave policies (provide sample forms).
- Superannuation.
- Workcover.
- Resignation and retirement.
- Staff Associations.
- Discipline of staff.
- Redress of staff.
- Freedom of Information.
- Allowances.

LIST D - School Procedures, Rules and Regulations

This list suggest items that should be covered with the new staff member during the first month. Any Relevant documentation should be provided.

- Guidelines unique to the school(eg. procedure for allocating school responsibilities).
- Handling emergencies, Displan, fire drill.
- Reporting hazards and accidents.
- First aid room, sick bay, facilities and procedures unique to the school (epipens, anaphylaxis, diabetes).
- Security.
- Drugs, including smoking and alcohol policy.
- Guidelines for staff leaving and returning to school during normal duty hours.

Office Procedures

- Word-processing and computer applications.
- Requisitioning supplies and equipment.
- Removal of equipment from school and guidelines for borrowing.
- Filing systems.
- School email address
- Intra school sharepoint system

- Mail (sending and receiving).
- Photocopying.
- Tea money.
- Room bookings for meetings and interviews, and other school facilities.
- Telephones, including making and receiving personal calls.

Technology

Staff should be given a demonstration of specific equipment to be used, and an explanation of where and how to get equipment, maintenance and repairs.

- Facsimile.
- Computers.
- Video recorders, over head projectors, slide projectors, photocopiers.

School Operations

- Starting and finishing times.
- Rest breaks.
- Meal breaks.
- Vacation arrangements.
- Who to call when sick.
- Social activities.

LIST E - Tour of School Grounds and Buildings

Staff should be provided with a map of school buildings and grounds, yard duty areas, etc.

- Staff room.
- Fire-alarm box and fire extinguisher stations.
- Toilets and shower.
- Staff facilities.
- Approved entrances and exits.
- Where to find key personnel.
- Banks, shops, transport.

LIST F - School Procedures and Protocol Documents

This list suggest items that should be covered with the new staff member during the first month. Any relevant documentation should be provided.

Manuals.

(Staff room & Individual copies)

- Manual of Procedure Flemington Primary School.
- One copy kept in staff room for use of staff.
- Copies available to be handed to new staff members and Casual Replacement Teachers.

INFORMATION FOLDER.

(Staff room)

Information Folder contains the following

Information booklets that are produced annually:

- Information Book.
- Code of Conduct.
- House System.
- Displan and Emergency Management Plan.
- Staff Duty Statements.
- Teacher Appraisal Program.
- Annual Review & Performance Management Plan.
- Annual Curriculum Reports.
- School Council Annual Report.
- School Program Budget.
- Asset Management Plan.
- Introduction to Flemington Primary School Booklet.
- Curriculum and Standards Framework
- School Strategic Plan
- Annual Implementation Plan.
- VELs.
- Staff Induction Program.

SCHOOL COUNCIL INDUCTION KIT.

(School Council Members)

The School Council Induction kit contains:

- Names of all School Councillors.
- List of Council Sub-Committees and Members.

- A copy of School Council Proceedings.
- Staff Roles and Responsibilities.
- Annual Implementation Plan.
- School Council Annual Report.
- School Program Budget.
- Code of Conduct.
- School Information Book.
- Copy of School Council Standing Orders.
- Annual Curriculum Reports.
- Information for Incoming School Councillors.
- Staff Induction Program.

STAFF MEETING FOLDER.

(Office)

- A weekly Staff Bulletin is produced listing Staff Meeting agenda and items for discussion.
- Copies of Staff Bulletin distributed to staff members on Tuesday prior to staff meetings.
- An office folder is also maintained.

SCHOOLS OF THE FUTURE

REFERENCE GUIDE.

(Principal's office, general office & staff room)

- The Schools of the Future Reference Guide includes the current policies and procedures that the Schools of the Future are to operate within.
- Web address:
<http://www.eduweb.vic.gov.au/referenceguide/index/>

SCHOOL POLICY STATEMENTS.

- Copies of the School Policy statements are available on school server.
- Copies of the Policy Statements and Roles and Responsibility manual are available for the use of individual staff and community workers. (see office)

KEY CURRICULUM PLANNING DOCUMENTS & RESOURCES

- Assessment and Reporting (student achievement)
<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.htm>

LIST G - KEY CURRICULUM PLANNING DOCUMENTS & RESOURCES

- Assessment and Reporting (student achievement)
<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.htm>
- Beginning and Returning Teachers Program (provides details of resources and programs supporting teachers offered by DE&T)
<http://www.sofweb.vic.edu.au/pd/begret/index.htm>
- Blueprint for Government Schools (provides a framework for an effective school system)
<http://www.sofweb.vic.edu.au/blueprint/default.htm>
- Curriculum reform VELS (Essential Learnings)
<http://www.vcaa.vic.edu.au/prep10/vels/index.html>
- Curriculum resources (course advice, Key Learning Areas, initiatives and Programs)
<http://www.sofweb.vic.edu.au/curric/index.htm>
- Teacher Support Materials, complementing the CSF
<http://www.sofweb.vic.edu.au/catw/index.htm>
- Curriculum@work online, accessible to teachers in government schools.
<http://www.eduweb.vic.gov.au/curriculumatwork/Index.htm>
- Early Years
<http://www.sofweb.vic.edu.au/eys/index.htm>
- Middle Years
<http://www.sofweb.vic.edu.au/mys/index.htm>
- Pedagogy
<http://www.sofweb.vic.edu.au/pedagogy/>
- Promoting Positive Behaviour
<http://www.eduweb.vic.gov.au/hrweb/safetyhw/health/pposbhv.htm>
- Student Wellbeing
<http://www.sofweb.vic.edu.au/wellbeing/index.htm>

STAFF INDUCTION RECORD of TRAINING

Name: _____

Starting Date of Induction Program: _____

Completion Date of the Induction Program: _____

This is to verify that the inductee named above has completed the Flemington Primary School Induction Program.

(Print) _____ (Signature) _____
Inductee

Date: _____

(Print) _____ (Signature) _____
Principal

Date: _____

(Print) _____ (Signature) _____
Mentor Coordinator

Date: _____

Both the inductee and the employer must keep this record. The employer should store the original record.

