



RATIONALE

- Induction is a very important part of St Mary's Coptic Orthodox College - we are continually welcoming new staff to our school.
- Formal induction programs for new and returning teachers provide them with support, direction, contacts, feedback and essential information while building both confidence and performance.
- Orientation sessions prior to staff beginning at the school are viewed as being valuable and important.

AIMS

- 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.
- To establish productive and harmonious working relationships with colleagues.

IMPLEMENTATION

- The Deputy Principals are responsible for ensuring each newly appointed teacher to our school, or teacher returning from extended leave, undertakes a supportive and effective induction program.
- Skilled and experienced teachers with strong communication and interpersonal skills will be used as mentors for each beginning or returning teacher.
- The induction program for graduate teachers will comprise components consistent with the DE&T *'Induction Resource Materials for Schools For Beginning and Returning Teachers'* document. The program is divided into the following process: Pre-Commencement Phase, First Two Days, First Week, First Month, Second and Third Month, and Review.

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:

- The mentor will make daily contact with the 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 the new teacher and a nominated staff member including simultaneous additional time-release organised for both these staff members, in which professional development needs of new teachers may be clarified and developed into a further plan where necessary.

Review:

- Towards the end of Term 1 (or term if starting after the start of the year) an opportunity to meet with the appropriate Deputy Principal will take place, separate from the Annual Review Meeting. This additional meeting will aim to gain feedback from the inductee, to assist in the further improvement and development of the induction process within the school.

EVALUATION

This policy will be reviewed by the leadership team in light of feedback received at the conclusion of each induction program and as part of the School Policy review cycle.

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