Teacher and staff induction, plays a critical role in supporting the development of a capable and confident teacher professional.

St Joseph’s ensures that staff receive a systematic process of induction. This induction supports staff, protects them from unreasonable demands and provides encouragement, to strengthen their confidence and satisfaction in their work and to respect their teaching style.

A flexible induction program responds to the personal qualities of teachers and builds their knowledge, experiences, enthusiasm and aspirations.

Induction of staff at St Joseph’s is planned and systematically implemented over a defined period of time. It should also be seen as part of the phased professional development of all staff.

The Induction process includes; beginning teachers, staff new to the school, staff changing roles or grades, staff returning to work (eg after maternity leave) and staff taking on positions of leadership.

The induction program allocates sufficient resources to provide both release time for mentors and new staff.

This includes information of a specific kind relating to the school and its community, and assist him/her to deal in a practical way with class management, curriculum planning, teaching method, and other facets, such as administrative and daily procedures and protocols.

St Joseph’s provides a quality induction process including collegial support that:

- Focuses on quality teaching, teacher professionalism and ethical practice
- Establishes strong, positive and professional relationships for sharing knowledge, understandings and skills between new teachers and their colleagues.
- Builds a foundation for further professional learning by developing capacity to self-evaluate and critically reflect on practice
- Links new teachers, mentors and supervisors with networks external to the school, including tertiary institutions and professional associations.

The Induction process is supported by a wide range of resources and procedures including;

- A school welcome – staff, students, Parish priest and Parents
- An induction and orientation day
- The AITSL Teacher Standards and Framework and the St Joseph’s Professional Journal
- Introduction to IPLS, CEVN, ICON,
- The School Calendar
- Assessment Schedule and Timeline, Yearly, Term and Weekly Overview and Programs, Curriculum News
- Allocation of a mentor/buddy teacher to work with the new teacher.
- Allocation to school teams and School Improvement Spheres; Education in Faith, Leadership and Management, Learning and Teaching, Student Wellbeing and Community.
INDUCTION GUIDE

Pre-Commencement

This is the first phase of induction, it deals with preparation and introduction/welcome and takes place prior to commencement of teaching. It includes orientation which is the introduction to the profession, the employer and the workplace.

Preparing

- Receive 'welcome kit' from the school.
- School visit arranged
- Invited to curriculum days, planning sessions and to work in the classroom
- Initial support person - a "Buddy" – is allocated for the purpose of orientation during the first weeks of employment

Introduction and Welcome

- Meeting with Principal, to include: tour, job and full registration requirements, and general employment conditions
- Welcome and introduction to other staff; including Professional Learning Team or unit
- Grade/class allocation and timetable provided – there should be at least 5% reduced scheduled duties over the school week for graduate teacher in first 12 months
- Opportunity to examine the calendar - key assessment dates, requirements, etc.
- Opportunities to plan curriculum and participate in school planning days
- Planned activity provided including school philosophy; curriculum structure; induction into the community
- Introduction to buddy; immediate induction needs of the teacher identified; opportunity to work with buddy in the classroom provided

Laying Foundations

This phase relates to the first term; while the first few weeks of teaching are about supporting new teachers in ‘finding their feet’, the focus of this period is to lay the foundations enabling teachers to further develop and extend their practice.

- Contact with Principal or Deputy Principal on daily basis
- Welcome lunch; morning tea for new staff
- Daily discussions between buddy and teacher to identify immediate needs; shadowing opportunities provided
- Continued contact with Principal (providing feedback and acknowledgement)
- Opportunities to observe other teachers' lessons are arranged
- Regular sessions organised for new teachers to meet and share common experiences
• Extra-curricular activities determined to avoid conflict with developing teaching and learning practice
• Collaborative curriculum planning opportunities provided
• Support network established, where needed, for skill development (e.g. classroom management skills); encourage access to professional learning
• Meetings held with buddy; support team teaching to take place; shadowing continues
• Formal mentoring relationship begins in Week 6

Continuing Professional Growth

This phase relates to the first year, emphasising the need to respond to individual professional learning needs.

• Continued opportunities for observing in classroom with focus on developing teaching practice
• Opportunities provided for professional dialogue with peers; off-site opportunities are explored and accessed
• New teachers supported to identify teaching practice needs using the AITSL Standards
• Collaborative planning time provided; access to professional learning opportunities and documentation of all professional activities undertaken encouraged
• Formal regular meetings held between mentor and mentoree; discussions support analysis of teaching and learning
• Provisionally registered teachers attend VIT forums
• Evaluation of induction program undertaken at regular intervals

Expected Outcomes

On completion of your induction, you can expect to...

• have a clear understanding of what you are and are not expected to do
• know who to approach for information and guidance
• know your ideas are listened to and you are valued and acknowledged
• use feedback and reflection to help develop confidence and a belief in what you are doing
• be able to demonstrate and share your passion for teaching and learning both in and out of the classroom
• be able to demonstrate your commitment to maximising the learning opportunities of your students
• ably act in the best interests of the students
• be encouraged to continue to develop and learn
• feel supported and a part of this school community
SCHOOL ORGANISATION, POLICIES AND FUNCTIONS

Teachers need to be made aware of the following areas during the pre-commencement stage and the areas followed up in detail at meetings or professional learning activities. (A folder should be collated of relevant policies and information materials for presentation to each teacher. Samples of school newsletters, Education Times, etc should be included)

- Staff list with responsibilities/roles
- Contact phone numbers (school, Principal, Daily Organiser)
- Staff location diagram/listing
- Specialist roles within the school
- School decision-making processes and school structure including school council, committees (an organisation chart).
- School development planning, whole school planning process
- School Strategic Plan: goals and priorities
- School policy and programs eg. welfare and discipline, curriculum, finance, resource planning, accountability framework, professional learning, community relations, Occupational, Health & Safety
- Staff handbook
- School – community relationships. Refer to Induction into the local community
- Annual Action Plan and School Improvement Plan

SCHOOL PROCEDURES, RULES & REGULATIONS

The following list contains items that should be covered with teachers during the induction stages - Pre-commencement and Laying Foundations. All staff are expected to read, understand and be committed to the St. Joseph’s School’s policies, codes, practices and procedures, in particular those governing child safety and child connected work.

POLICIES

- Child Safe/Safe Schools Policies and Procedures
- Child safe Code of Conduct
- Child Protection – Reporting Obligations
- Reporting of Allegations
- Step by Step Guide to Making a Report
- Grievance Policy
- Pastoral Care Policy
- Student Supervision Policy
- Volunteers and External Providers Policy
- Working With Children Policy
- Privacy and Information Policy
- Mandatory Reporting Policy
- Privacy Policy
- Anti-Bullying Policy
- Induction and Mentoring Policy
- Student Welfare policy and procedures
- Student code of conduct
- Staff Code of Conduct
- Positive Relations Policy
- Smoking and alcohol policy
- OHS Policy
- Sexual Harassment Policy
- Individual School Drug Education Policy
- Assessment and Reporting policy and procedures
- Homework policy and procedures
- Technology policy relating to Internet usage by staff and students, e-mail protocols
- Social Media Policy
- School uniform policy
- Late work policy/ Flexible Work Options policy
- Program for Students with Disabilities

**COMMUNICATION**

- Newsletters
- Daily bulletins and announcements
- Meetings schedules (briefings, staff, departments, KLA areas, committees etc.)
- Assemblies

**GENERAL GUIDELINES & PROCEDURES**

- Wet day timetable and procedures
- Canteen procedures
- Yard duty responsibilities
- Library borrowing and return procedures
• School bus arrangements and dismissal procedures
• Collection, recording and lodging of student monies
• Student excursion procedures and requirements
• Rollmarking and attendance including late passes etc
• Guidelines for teachers leaving and returning to school during normal duty hours
• Emergencies, Displan, fire drill
• First aid rooms, sick bays, facilities and procedures, school nurse
• Reporting hazards and accidents
• Student access to classrooms
• Students with medical conditions requiring special notice/management
• Phone system
• Awards to recognise student and staff achievement
• Security – lock–up times/keys/alarms
• Exiting students from class procedures
• Staffroom duty rosters & arrangements
• Parent-Teacher meetings
• Sports
• Students on individual learning plans
• Instrumental Music
• Working with Integration Aides/teacher assistant

OFFICE PROCEDURES

• Photocopying
• Word processing and computer applications
• Requisitioning supplies and equipment
• Borrowing equipment from school - guidelines for borrowing
• Filing systems
• Mail (sending and receiving)
• Petty Cash
• Tea money
• Room bookings for meetings & interviews, booking cars, buses and other school facilities
• Telephones, including making and receiving personal calls. (Provide relevant telephone directories eg school, Regional)
• Fax machine usage
• Student records
• Staff personal records
EQUIPMENT

Teachers should be given, if necessary, a demonstration of specific equipment to be used, and an explanation of where and how to obtain equipment, maintenance and repairs.

- Facsimile(s)
- Photocopiers
- Computers,
- Printers
- Scanners
- Digital equipment, overhead projectors, slide projectors, data show projectors, cameras

MOVING AROUND

- Motor vehicles
- Use of public transport
- Insurance and travel claim entitlement
- Private mileage claims
- Logbook/sheets if applicable
- Car/Bus keys
- Accidents
- Petrol purchases
- Car Maintenance
- Rail travel

SCHOOL OPERATIONS AND DAILY ORGANISATION

- Starting and finishing times
- Recess and lunch breaks (students eating areas)
- Bell times
- Yard duty arrangements & supervision (wet day timetable)
- Vacation arrangements
- Who to call when sick
- Procedures for leaving work for students if away from school
BUDDY’S/MENTOR LIST (an example)

NAME:

TEAM:

TEACHING AREAS:

BUDDY:

Gaining skills required for immediate job performance: The functional requirements for the orientation period. (This proforma can be adapted to suit the needs of the school)

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<th>Areas to Cover:</th>
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<tbody>
<tr>
<td>Who’s who and where they are located: offices, areas</td>
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<td>Staffroom – pigeon holes; staff tea/coffee/rosters</td>
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<td>Reading the timetable</td>
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<td>Mail; telephone (voice mail), fax</td>
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<td>Computer network: intranet, internet, My Classes</td>
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<td>Monitors – gates, bins, paper pick up</td>
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<td>Equipment location and usage</td>
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<td>Equipment borrowing</td>
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<td>Daily organisation, including briefings, arrangements for extras</td>
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<td>Leaving extras</td>
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<td>Meetings schedule</td>
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<td>Slips, passes</td>
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<td>Daily Bulletin, News</td>
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<td>Pay related issues</td>
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<td>Joining staff association; IEU VicTAS</td>
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Emergency evacuation procedures
Maintenance reports
Special programs
Awards: week/month/term