



## TEACHER INDUCTION POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact Noble Park English Language School on 9546 9578.

### 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. Noble Park English Language School (NPELS) induction program provides support to:

- beginning teachers
- teachers returning from short- or long-term leave
- teachers returning to base from Outposts
- teachers transferring into the school
- teachers transferring across sectors
- Casual Replacement Teachers (CRTS)
- pre-service teachers

The induction program may need to incorporate the needs of probation, the Victorian Institute of Teaching (VIT) requirements for full registration and the Performance and Development Plan (PDP) Review Process (as appropriate).

### PURPOSE

The purpose of the staff induction program is to:

- welcome new staff to the school
- instil a sense of belonging
- provide on-going support in the understanding of processes, procedures and professional responsibilities at NPELS
- provide opportunities for professional growth
- assist in the implementation of effective classroom practices

### POLICY/IMPLEMENTATION

The Induction program comprises components consistent with the DET 'Induction Resource Materials for Schools For Beginning and Returning Teachers'.

In the Pre-Commencement Phase teachers are invited for a general overview of the procedures, policies, processes and programs at NPELS.



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Additionally, there are two Induction meetings every term with the following agenda:

- Induction and mentoring meetings - Meetings scheduled twice a term provide ongoing support regarding the understanding of procedures, processes and programs specific to the role of the teacher/support staff at NPELS.
- Continuing professional growth - Partnership with experienced mentors and Professional Learning Community members for continual growth through opportunities for observations and feedback and focus on developing teaching practice through identified professional learning needs.
- Graduate teachers program – Partnership with VIT trained mentors to build teacher capacity in the new context and to work through the process of full VIT registration.

## RESPONSIBILITY

Curriculum Co-ordinators and Campus Co-ordinators are responsible for delivering the NPELS Induction Program with tasks outlined below-

- explain the organisational structure of the school, Emergency Evacuation Plan, the roles of different people within the school and the role and composition of the Consultative Committee Team.
- provide Occupational Health and Safety (OHS) induction including OHS checklist.
- allocate filing cabinet, desk and issue keys for the classroom and a locker.
- explain the daily running of the school and procedures when leaving the school or when absent.
- explain yard duty, student clean up roster, wet day yard duty and sports borrowing procedures.
- explain roll, student lateness and absence procedures.
- inform about timetables and allotments.
- explain procedures for leaving work for CRT.
- support new staff to become familiar with NPELS curriculum and NPELS school management system, Compass.
- explain curriculum planning and assist in differentiating work to support the individual learning needs of students.
- explain Individual Education Plans for students at risk.
- explain the Performance and Development Plan (PDP) Review Process and assist new staff to develop a PDP.
- explain classroom management strategies and the role of level co-ordinators in managing student incidences.
- explain how parent/teacher interview meetings operate.
- facilitate professional growth, provide mentoring opportunities and organise classroom observations and feedback.
- assist new staff in organisational duties applications, job applications and VIT applications if required.



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- inform about class and personal recording keeping procedures and offer assistance when required.
- inform about the Achievement Key Improvement Strategies in the Annual Implementation Plan (AIP).
- explain reporting procedures and assessment strategies and placements of students in classes.
- provide an evaluation form of the Induction process for new staff.
- explain excursion and money collecting procedures and to whom/where forms are to be returned.
- explain the student Wellbeing policy and procedures.
- induct new Casual Relief Teachers (CRT) to the context.

The AEU representative will:

- inform the new staff member of how to access union information.
- give membership forms to those requesting one.
- explain how the AEU operates within the school context including the AEU role on the Consultative Committee Team.
- inform new staff of relevant AEU activities.
- advise or assist AEU members in relation to Workplace Agreements.

Outreach/Outpost Coordinator will:

- explain the role of outpost coordinators.
- provide induction for outpost/visiting teachers as required.
- explain the processes involved such as ordering, data collection, Outpost statistics collection for DET and travel claims.
- act as mentor.
- provide on-going support for outpost and Visiting Outpost teacher regarding roles and responsibilities, especially teachers new to the program.

## **Evaluation of Induction Program**

The Staff Induction Program is reviewed at the end of each semester through surveys of teachers involved. The purpose of the evaluation is to assess the program's content and procedures and to assist in planning future induction programs.

DET resources: [https://www.education.vic.gov.au/hrweb/workm/Pages/default\\_induct.aspx](https://www.education.vic.gov.au/hrweb/workm/Pages/default_induct.aspx)

## **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Included in staff handbook
- Discussed at annual staff briefings/meetings



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## POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Approved by	School Council April 2023
Next scheduled review date	October 2026