Rationale

The induction program is a welcome and introduction into the Sandringham East Primary School community and an opportunity to reflect on the responsibilities and challenges of working in our school. It is an ongoing and responsive program that integrates new and returning staff members to the culture, structures and professional relationships within the school community.

Aims

- To provide formal induction programs for new and returning staff.
- To welcome staff into the school by providing communicative structures, welcome packs and essential information.
- To provide a sound understanding of the expectations of the school.
- To provide all staff members with opportunities to develop themselves professionally by means of a targeted critical friend program.

Implementation

- The school leadership team is responsible for ensuring each appointee to our school, or staff returning from extended leave, undertakes a supportive and effective formal induction program followed by an ongoing professional relationship with a critical friend.
- Skilled and experienced teachers with effective communication and interpersonal skills will be appointed as critical friends for each beginning or returning teacher.
- The Leadership Team will monitor the Induction program and provide support when necessary.

The induction program will be consistent with the DET ‘Induction Resource Materials for Schools for Beginning Teachers’ document including:

- **Phase 1** - a formal written welcome to the school, orientation visit and information organised, work space arranged, inclusion of new staff member’s name on lists, and discussions regarding role and responsibilities and explanation of the induction program.
- **Formal Induction Program** – formal welcome from staff, introduction to team leader and team, administrative tasks completed, handbook provided to staff member, functional requirements (timetables, class lists, yard duty, routines etc).
- **Phase Two** – Team leader has daily contact with new staff member, informal 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** – Continue informal discussions between new staff member team leader and critical friend. Continued formal support given by critical friend, school responding to new staff member’s needs including professional learning needs clarified and developed into a plan, professional learning organised and ongoing discussions conducted about school direction, priorities and expectations, induction program formally completed and evaluated.
- **Phase Three** - At the completion of the Induction program, ongoing support will be provided. Critical friends and designated staff work through the Victorian Institute of Teaching (VIT) registration process with beginning teachers.

Evaluation

This policy will be reviewed as part of the school’s review cycle unless an issue arises which requires review.

This policy was ratified by School Council – August 2016