ST AGNES’ CATHOLIC PRIMARY SCHOOL
HIGHETT

STAFF INDUCTION
& MENTORING
POLICY
INTRODUCTION TO POLICY

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

St Agnes' 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 Agnes' 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 (e.g. after maternity leave)
- 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
- Other facets, such as administrative and daily procedures and protocols.

St Agnes' 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-evaluation 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 by:
  - Staff.
  - Students.
  - Parish Priest.
  - Parents.

- An induction and orientation day.

- The staff Handbook including:
  - School procedures.
  - Policies (including the Child Safe Policies).
  - Communication.
  - General Guidelines.
  - Administrative Procedures.
  - Equipment.
  - School Operations.
  - Meetings and Professional Learning Teams.
  - Roles and Responsibilities.

- The AITSL Teacher Standards and Framework

- Introduction to:
  - IPLS.
  - CEVN.
  - ICON.

- The School Calendar.

- Assessment Schedule and Timeline.

- Yearly, Term and Weekly Overviews.

- Programs and Curriculum News.

- Allocation of a mentor/buddy teacher to work with the new teacher.

- An understanding of:
  - School Teams.
  - School Improvement Spheres.
  - Education in Faith.
  - Leadership and Management.
  - Learning and Teaching.
  - Student Wellbeing.
  - Community.
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 visits arranged
- Invited to:
  - Curriculum Days
  - Planning sessions
  - 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:
  - A tour of the school
  - Job and full registration requirements
  - General employment conditions.
- Welcome and introduction to other staff, including the 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 for 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 and 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 teaches 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 a daily basis.
- Welcome lunch or 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.
- Collaborative curriculum planning opportunities provided.
- Support network established, where needed for skill development (e.g. classroom management skills) to encourage access to professional learning.
- Meetings held with buddy, support team teaching to take place and 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, for 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 St Agnes’ induction, the new member of staff can expect to:

- Have a clear understanding of what they are and are not expected to do.
- Know who to approach for information and guidance.
- Know that ideas are listened to and are valued and acknowledged.
- Use feedback and reflection to help develop confidence and belief in what they are doing.
Be able to demonstrate and share passion for teaching and learning both in 
and out of the classroom.

Be able to demonstrate commitment to maximising the learning opportunities 
of the students.

Act in the best interests of the students.

Be encouraged to continue to develop and learn.

Feel supported and a part of the St Agnes’ community.

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**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.

- 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 Education 
  Advisory Board, committees (and organisation chart).
- School Strategic Plan: goals and priorities.
- Information on:
  - Welfare and Discipline.
  - Curriculum.
  - Finance.
  - Resource planning.
  - Accountability framework.
  - Professional learning.
  - Community relations.
  - Occupational, Health & safety.
- Staff handbook.
- School community relationships.
- School Improvement Plan and Annual Action Plan.
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 Agnes’ School’s policies, code of practice 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.
- 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.
- OHS Policy.
- Assessment and Reporting Policy and Procedures.
- Homework Policy and Procedures.
- Technology Policy relating to Internet usage by staff and students and E-mail Protocols.
- School Uniform Policy.
- Program for Students with Disabilities.
Communication

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

General Guidelines And Procedures

- Wet day timetable and Procedures.
- Lunch order 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.
- Roll marking and attendance including late passes etc.
- Guidelines for teachers leaving and returning to school during normal duty hours.
- Emergency evacuation drills.
- 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 students and staff achievements.
- Security and lock-up times/keys/alarms.
- Exiting students from class procedures.
- Staffroom duty rosters and arrangements.
- Parent/Teachers/Student meetings.
- Sports
- Students on individual learning plans.
- Instrumental Music.
- Working with School Support Officers.

Office Procedures

- Photocopying.
- Word processing computer applications.
- Requisitioning supplies and equipment.
- Borrowing equipment from school-guidelines for borrowing
- Filing systems
- Mail (sending and receiving).
- Petty Cash.
St Agnes’ Catholic Primary School Highett

- Tea, coffee, milk etc. supplies.
- Room bookings for meetings and interviews, booking buses and other school facilities.
- Telephones, including making and receiving personal calls. (Provide relevant telephone directories e.g. 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.
- Interactive whiteboard.
- Slide projectors.
- Data show projectors.
- Cameras.

**Moving Around**

- Motor vehicles.
- Use of public transport.
- Private mileage claims.
- Accidents.
- Petrol purchases.
- Rail travel.

**School Operations And Daily Organisation**

- Starting and finishing times.
- Recess and lunch breaks (student eating areas).
- Bell times.
- Yard duty arrangements and supervision (wet day timetable).
- Vacation arrangements.
- Who and when to call when sick and how to communicate.
- Procedures for work for students if away from school.