

ST ARNAUD PRIMARY SCHOOL STAFF INDUCTION PLAN

1. THE STAFF INDUCTION PLAN

- 1.1 Induction provides staff with directions, contacts, and information.
- 1.2 Induction helps staff identify skill and knowledge requirements at critical career points: - on recruitment, on taking up new appointment or leadership positions, and on returning to employment after long periods of absence.

2. THE VALUE OF INDUCTION

- 2.1 Orientation activities will assist staff to gain a sense of belonging and an understanding of the school's expectations, goals, structure and conditions of employment. They will generally occur on the 2nd or 3rd day of taking up a new position.
- 2.2 Induction refers to both the orientation phase and the development of the knowledge, skills, and attitudes necessary to perform the specific duties. The needs of the school and its employees can be productively linked through a carefully planned induction program since induction is an excellent process for establishing a productive partnership with staff.
- 2.3 A staff member's job description and professional development plan will be developed as part of the induction program. The professional development plan should take into account, both the individual's professional and career development needs and the priorities of the school.
- 2.4 The Induction Program will incorporate any probation requirements for new employees to ensure that continuous support and feedback is provided as a part of the induction/probation process and to ensure that the new employee's performance is reviewed before permanency is confirmed.

3. WHO IS RESPONSIBLE FOR INDUCTION?

- 3.1 The Principal has primary responsibility and accountability for induction.
- 3.2 Responsibility for the Induction may be delegated to an Expert Teacher.
- 3.3 The Principal may wish to appoint a staff member as a mentor/appraiser to foster collegiate support for the new appointee and to assist the new staff member's career development. A mentor can often help the new staff member integrate smoothly into a team environment.
- 3.4 The mentor's role, however, cannot formally extend to performance review, or include final recommendations on permanency for new staff. Responsibility for these tasks will remain with the Principal.

4. THE INDUCTION PROGRAM WILL BE EFFECTIVE WHEN:

- 4.1 there is close involvement of the School's Leadership Team;
- 4.2 support is provided from colleagues;
- 4.3 accountability mechanisms are built into the process to ensure that induction takes place;
- 4.5 linkages to the staff member's duty statement, performance review, and professional development plan are built into the program;
- 4.6 linkages to probation are incorporated in the program;
- 4.7 the program is tailored to the individual and to the job;
- 4.8 the program is phased in over several months and has a definite end-point.

5. EXPECTED OUTCOMES

After completing an induction program a staff member should be able to:

- 5.1 understand the role and work requirements;
- 5.2 access the facilities and resources needed to carry out his or her responsibilities;
- 5.3 establish good working relationships with colleagues and management;
- 5.4 understand relevant policies, guidelines, and procedures;
- 5.5 develop clear work goals;
- 5.5 complete a professional development plan that addresses individual and the school needs.

ST ARNAUD PRIMARY SCHOOL INDUCTION PROGRAM

STAFF MEMBER

STAFF RESPONSIBLE FOR INDUCTION

PRINCIPAL

LEADING TEACHER

TEAM LEADER

PROFESSIONAL DEVELOPMENT
CO-ORDINATOR

STAFF MENTOR/APPRAISER

SCHOOL BURSAR

DETAILS OF INDUCTION PROGRAM

- STEP 1: PRE-EMPLOYMENT.
- STEP 2: THE FIRST TWO DAYS.
- STEP 3: THE FIRST WEEK.
- STEP 4: THE FIRST MONTH.
- STEP 5: THE SECOND & THIRD MONTHS.
- INDUCTION PROGRAM EVALUATION SHEET.
- INDUCTION PROGRAM RESOURCE LISTS A-E.
- SCHOOL PROCEDURE/PROTOCOL DOCUMENTS LIST F.

STEP ONE - PRE- EMPLOYMENT

Step 1 covers four types of activities: initial contact with the new staff member; the selection interview; notification to the successful applicant; and publicising the new appointment in the school community.

The Principal uses these activities prior to a person taking up a new position to ensure the newcomer feels welcome and develops realistic expectations about the position and the school.

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (Include dates, times other arrangements, etc)
Determine who will be responsible for the induction program: the Principal, Leading Teacher, Co-ordinator or Mentor.	Principal	
Mail out letter of congratulations and welcome including starting date and time, activities for first two days, induction program and emergency pre employment contact numbers. Include class list, book list and supplies already ordered. Include information about Regional Induction Meeting.	Principal	
Advise Induction Team Co-ordinator of staff member's starting date, role and responsibilities and discuss the role of the Induction Team Co-ordinator.	Principal	
Ensure that an induction program is developed.	Principal	
Publicise the newcomer's arrival.	Principal	
Organise appropriate furniture, equipment and requisites are available for new staff member.	Principal/ Induction Co-ordinator	
Invite the person to visit the school or to attend a social function prior to start.	Principal/ Induction Co-ordinator	
Advise School Bursar of appointment	Principal	
Leader In Me Covey 7 Habits	Principal	

Step 2 – THE FIRST TWO DAYS

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (notes, dates, times & other arrangements, etc)

The second step of the induction program is designed to enable the staff member to commence work with a clear understanding of the job requirements and the organising of the school.

Discuss the induction program with staff member and introduce Induction Co-ordinator, Mentor (if applicable) and Buddy.	Principal	
Plan welcome.	Principal/ Induction Co-ordinator	
Provide a tour of the school and provide information about the local area as per List E.	Principal/ Induction Co-ordinator	
Identify staff member's immediate needs and key information required to feel secure in the new environment.	Principal/ Induction Co-ordinator	
Introduce to key people in the school.	Principal/ Induction Co-ordinator	
Plan for extra release time for the first week.	Principal/ Induction Co-ordinator	
Complete relevant personnel and payroll paperwork requirements.	School Bursar	
Provide with folders of school procedures, protocol documents as per attached List F.	Principal/ Induction Co-ordinator	
Ensure staff member gains skills required for immediate job performance (eg photocopier, fax)	Induction Co-ordinator/ Buddy	

STEP 3 - THE FIRST WEEK

During the first week it will be important to create working relationships that build mutual respect and understanding between staff.

INDUCTION ACTIVITY	PERSON RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
Continue with daily contact and provide an opportunity for feedback and two-way communication.	Leading Teacher Mentor/ Buddy	
Discuss general duty statements and negotiate specific duties as per "Job Duties and Responsibilities" List B.	Principal	
Provide on the job support with teaching programs, teaching techniques and classroom management.	Team Leader	
Arrange a "welcome" morning tea for the new staff member.	Staff	
Advise the staff member of meeting arrangements and the opportunity to be involved in the decision making process	Principal Team Leader	
Check that staff member's name is on appropriate circulation lists such as library, pigeon hole.	School Bursar	
Leader In Me	Buddy	

STEP 4 - THE FIRST MONTH

During the first month the new staff member will usually require additional support in the role and assistance in planning a professional development program.

INDUCTION ACTIVITY	PERSONAL RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
<p>After completing a needs analysis develop an individual professional development plan through discussion</p> <p>The individual professional development plan will support the individual's career goals, his/ her specific development needs and the school's professional development plan</p>	<p>PLT leader/ Principal/ Mentor</p>	
<p>Continue on the job support with teaching programs, teaching techniques and classroom management.</p>	<p>PLT Leader</p>	
<p>Provide briefing on "School Procedures, Rules and Regulations" as per list D.</p>	<p>Principal/ School Bursar</p>	
<p>Continue regular meetings with Induction Co-ordinator to monitor and evaluate induction progress against expected outcomes of the program.</p>	<p>Principal</p>	
<p>Arrange discussion to introduce staff member to "General Employment Conditions" as per List C.</p>	<p>Principal</p>	
<p>Introduce staff member to the School Strategic Plan</p>	<p>PLT Leader</p>	
<p>Discuss "school organisation, policies and functions" as per List A.</p>	<p>Principal</p>	

STEP 5 – THE SECOND AND THIRD MONTHS

During these months the staff member will develop increasing competence and confidence. It is important that the successful completion of the induction program is acknowledged by the school and communicated to colleagues.

INDUCTION ACTIVITIES	PERSON RESPONSIBLE	NOTES (Include dates, times & other arrangements, etc)
Ensure that the induction program is operating smoothly.	Principal	
Check if any further support is required to ensure that the staff member's work goals are being achieved.	PLT Leader	
Further familiarisation of school procedures and protocols.	Principal/ Team Leader	
Ensure that the individual professional development plan is being implemented.	Professional Development Team	
Evaluate the induction program with input from people involved	Principal	

INDUCTION PROGRAM - EVALUATION

At the end of each program, the staff member and Principal together review the program using this evaluation sheet which is to be completed by the staff member. The purpose of this evaluation is to assess the usefulness of the program and to assist in the planning of future induction programs.

1. Did you develop an induction plan? **Yes** **No**

2. Did the induction program help you :

- **Understand the role and work requirements?** **Yes** **No**
- **Access the facilities and resources needed to Carry out your responsibilities?** **Yes** **No**
- **Establish good working relationships with colleagues and management?** **Yes** **No**
- **understand the policies, guidelines and procedures of the workplace?** **Yes** **No**
- **establish clear work goals?** **Yes** **No**
- **complete a professional development plan that addresses your individual and work place needs?** **Yes** **No**

3. How would you rate the induction program?

4. What were the most useful aspects of the program?

5. What aspects of the program did you find least useful?

6. What additional activities would you suggest be included in future induction programs in your workplace?

7. List any areas of concern or improvement.

PRINCIPAL	<input type="text"/>	STAFF MEMBER	<input type="text"/>
DATE	<input type="text"/>	DATE	<input type="text"/>

INDUCTION PROGRAM - RESOURCE LISTS

LIST A – Organisation, Policies and Functions

The following topics should be covered during the first month. (A folder should be collated of relevant policies and information materials for presentation to each staff member.

- School goals and priorities, as per Strategic Plan, Annual implementation Plan and, action plans.
- School policy and program eg. Curriculum, finance, resource planning, accountability framework, professional development, community relations.
- School decision making processes and school structure including school council, committees. DE&T organisation structure, policies, goals and priorities.
- School development planning, whole school planning process.
- Relationship of school and school programs to other work-units, eg. Regional and district office.
- Explanation of specialist roles within the school.
- Special programs offered within the school – e.g. Right Choices, Community Kitchen
- School newsletter, staff briefing.
- Intranet.
- Yahoo.
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LIST B – Job Duties and Responsibilities

This list suggests items that should be considered in the discussion between the Principal and staff member during the first week.

- Detailed explanation of job based on an up-to-date role description and of expected outcomes.
- Explanation of why the role is important, how the specific role relates to others in the school, the region and the DE&T as a whole.
- Discussion of common problems and how to avoid and overcome them.
- Performance standards and review.
- Professional development
- After- school meetings and responsibilities.
- Extra duties
- Required records and reports.
- Types of assistance available: when, who and how to ask for help.

LIST C – General Employment Conditions

The appropriate items from this list should be covered with the new staff member during the first month. Refer the staff member to the relevant document.

- Probation
- Hours
- Pay
- Health and safety - OHS representatives.
- Conduct of staff, ethics.
- Relevant government acts and legislation.
- Appointments.
- Promotion and transfer.
- Higher duties.
- Appeals
- Leave policies (provide sample forms).
- Superannuation
- Workcover.
- Resignation and retirement.
- Staff Associations.
- Discipline of staff

Staff should be provided with a map of school buildings and grounds, yard duty areas, etc.

- Staff room.
- Fire-alarm box and fire extinguisher
- Toilets and shower.
- Staff facilities.
- Approved entrances and exits.
- Where to find key personnel – contact details.
- Banks, shops, transport.
- Classroom resources.

LIST E – School Procedures, Rules and Regulations

This list suggests items that should be covered with the new staff member during the first month. Any relevant documentation should be provided.

- Guidelines unique to the school (eg. procedure for allocating school responsibilities).
- Emergency Management Plan.
- Reporting hazards and accidents.
- First aid room, sick bay, facilities and procedures.
- Security – alarm system, keys.
- Drugs, including smoking and alcohol policy.
- Guidelines for staff leaving and returning to school during normal duty hours.

Office Procedures

- Word-processing and computer applications.
- Requisitioning supplies and equipment.
- Removal of equipment from school and guidelines for borrowing.
- Filing systems.
- Mail (sending and receiving).
- Photocopying.
- Tea money.
- Room bookings for meetings and interviews, and other school facilities.
- Telephones, including making and receiving personal calls.

Technology

Staff should be given a demonstration of specific equipment to be used, and an explanation of where and how to get equipment, maintenance and repairs.

- Facsimile.
- Computers.
- Interactive whiteboards, photocopiers, notebook computers, digital cameras.

School Operations

- Starting and finishing times. Morning briefings
- Fruit break. Meeting times and dates.
- Meal breaks.
- Vacation arrangements.
- Who to call when sick.
- Social activities.

LIST F – Key People

- Principal
- Assistant Principal
- Leading Teacher
- Bursar
- Professional Learning Team Leaders
- VELS Domain Co-ordinators
- Cleaner
- IT Person
- President of School Council
- President of Parents Club

This list suggests items that should be covered with the new staff member during the first month. Any relevant documentation should be provided.

Manuals.

(Staff room & Individual copies)

SCHOOLS OF THE FUTURE REFERENCE GUIDE

(Principal's office, general office & staff room, On Line)

The Schools of the Future Reference Guide includes current policies and procedures that the Schools of the Future are to operate within.

SCHOOL POLICY STATEMENTS.

(Staff room).

Copies of the School Policy statements are available in a folder in the staff room.

Copies of the Policy Statements are available for the use of individual staff and community workers.