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.

Aims:
- To provide new and returning teachers with the support, direction and information that will allow them to be fully effective and comfortable in their new teaching role.
- To establish productive and harmonious working relationships with colleagues.

Implementation:
- The Lakes Principal team is responsible for ensuring each newly appointed teacher to our school, or a teacher returning from extended leave, undertakes a supportive and effective induction program.
- All new staff to The Lakes will receive a comprehensive Induction USB outlining staff Roles & Responsibilities, Curriculum documentation and school protocols and procedures.
- All new staff to The Lakes will be shown where to locate all endorsed school polices on T drive.
- Skilled and experienced teachers with strong communication and interpersonal skills will be used as mentors for each beginning or returning teacher.
- Each induction will be planned and documented prior to commencement.
- The induction program will comprise components consistent with the DET ‘Induction Resource Materials for Schools For Beginning and Returning Teachers’ document including:
  - **A Pre-Commencement Phase** - a formal written welcome to the school, orientation visit and information organised, workspace arranged, inclusion of new teacher’s name on lists, handbook provided to staff member, explanation of the induction program and discussions regarding role and responsibilities.
  - **First Weeks** – formal welcome from staff, introduction to mentor, administrative tasks completed, functional requirements (timetables, class lists, photocopier details, yard duty etc) regular mentor contact with new teacher, discussions regarding school priorities, explanation of risk management issues and school communication procedures, invitation to be involved in teams, groups and committees as appropriate. Child Safety Standards and Teacher Code of Conduct to be explained and signed off.
  - **First Term** – Continued and formal discussions between new graduate teacher and mentor including additional time-release organised for the graduate, professional development needs of new teachers clarified and developed into a VIT or Performance & Development plan, professional development organised and ongoing discussions conducted about school direction, priorities and expectations. VIT graduates are also reminded to complete the compulsory Literacy and Numeracy Competency tests if this has not yet occurred.
  - **Second & Third Term** – Ongoing mentor support, school responding to new teacher’s needs, VIT progress monitored for first year teachers.
  - **Fourth Term** – VIT process completed for first year teachers, Performance & Development process continued, induction program evaluated.

Evaluation:
- This policy will be reviewed by the leadership team in light of feedback received at the conclusion of each induction program.

This policy has been ratified by School Council 16/05/2017