BADEN POWELL COLLEGE

STAFF INDUCTION

Policy 2025

RATIONALE:

Formal induction programs for new and returning staff members provide them with support, guidance, contacts, feedback and essential information while building both confidence and performance. It is important that new teachers are fully conversant with the running of the College to establish productive and harmonious working relationships with colleagues. The support provided through the induction process will provide direction and information that will allow new staff to be fully effective and comfortable in their teaching role.

IMPLEMENTATION:

- The Principal Class Team is responsible for ensuring each newly appointed teacher, or staff member returning from extended leave, undertake a supportive and effective formal induction program.
- An Induction Day will be planned for the beginning of each year for new staff. For those joining the college mid year, A member of the Principal Class Team will lead the initial induction session 1:1.
- All newly appointed staff will be inducted with the Child Safety Policy, Child Protection – reporting obligations policy and the child safe code of conduct.
- A skilled and experienced mentor with strong communication and interpersonal skills will be appointed for each new or returning staff member.
- 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 with school tour, Staff Handbook and Emergency Management Plan provided to staff member, workspace is arranged, explanation of the induction program and discussions regarding role and responsibilities.
    - **First Weeks –** a formal welcome from staff, introduction to mentor, administrative tasks completed, functional requirements (timetables, class lists, ICT & photocopier details, yard duty responsibilities, school structure, OH&S Modules received etc.), regular mentor contact with new staff member, discussions regarding school priorities, explanation of risk management issues and school communication procedures, invitation to be involved in teams, groups and committees as appropriate.
    - **First Term –** Continued discussions between teacher and mentor including professional development needs of new staff members clarified and developed into a PRP plan (formal VIT meetings and additional time-release organised for graduates), professional learning organised, and ongoing discussions conducted about school direction, priorities and expectations.
    - **Second & Third Term –** Ongoing mentor support, school responding to new staff member's needs, mid-cycle review for PRP is conducted (VIT progress monitored for graduate teachers).
    - **Fourth Term –** PRP process is finalised (VIT progress completed for graduate teachers), induction program evaluated.

RESOURCES
http://www.vit.vic.edu.au/

EVALUATION:
The Induction content will be reviewed annually in light of feedback received at the conclusion of each induction program.

This policy will be reviewed as part of the school's three-year cycle.

This policy was last ratified by School Council in....	**November 2025**