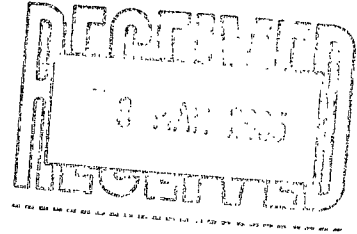


Maralinga Primary School

Caring for the Future

Committee Secretary,
Standing Committee on Education & Vocational Training,
House of Representatives, Parliament House,
CANBERRA ACT 2600
Australian.



Dear Committee Secretary,

I am able to comment on 'the role and input of schools and their staff to the preparation of trainee teachers' as per point 8.

Induction Program.

At our school all new staff are taken through an induction program. This usually extends over the first few weeks and is undertaken by the area coordinator. (See attached documentation). An important aspect is the evaluation which assists us in improving our processes.

Mentoring Program.

- All graduate teachers are provisionally registered and in order to gain full registration undergo a process which is closely monitored by the mentor who has had professional training for this purpose.
(See attached documentation)
- At our school we also do the following:-
 - timetable an area so they all have planning time together. In this way the Graduate is discussing, planning and evaluating programs and resources and is guided in the direction and vision of the school.
 - provide a mentor, usually an expert teacher, to support, encourage and guide the Graduate.

Disillusionment of Graduates.

Some teachers leave the system and in my experience it may be due to:-

- a school with declining enrolments may not be able to offer a further 12 month contract. If the Graduate fails to obtain a new position they may leave the system to obtain employment elsewhere.

- isolation in some schools where the school is structured in stand-alone classes instead of teams. I purposely create homogeneous team groupings, eg. 3 x 3 / 4 classes so that teachers are able to support one another.
- the role of a teacher is more than just a teaching one and perhaps, with some individuals, whole school expectations may be too stressful.

I trust my comments may be of some assistance.

Yours sincerely,

J. Major

JENNY MAJOR

PRINCIPAL

1ST March, 2005.

MARALINGA PRIMARY SCHOOL INDUCTION

INTRODUCTION

Induction provides staff with direction, contacts and information when taking up a new position in the school. It also 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.

Orientation activities undertaken in the first few days or weeks of taking up a new position are designed to assist staff to gain a sense of belonging and an understanding of the organisation's expectations, goals, structure and conditions of employment. Induction refers to both the orientation phase and the development of skills, knowledge and attitudes necessary to perform specific duties.

The development of a staff member's work plan and professional development plan should take into account both the individual's professional and career development needs (based on regular performance feedback), and the priorities of the workplace.

On entry into the school new staff members will receive copies of:

1. The School Charter
2. The School Compendium
3. The Curriculum and Standards Framework and course advice.

SCHOOL COUNCIL

School Council is the governing body of the school and all staff are accountable to the school through the Council.

RELATIONSHIP WITH EXTERNAL PROGRAMS

The school has links with two major programs. A teacher for the hearing impaired visits on a regular bases. The Life Education van visits on an annual basis for a week of lessons across the school.

SPECIALIST ROLES

The school has teachers in the specialist roles of Music, Art, Physical Education and Library. There are team leaders for the eight key learning areas.

The principal (or mentor) is responsible for introducing the new staff member to the school over the first two days. Following discussion with principal (or mentor) an induction time line will be set up which incorporates a professional development plan.

Induction Activity	Person Responsible	Notes <i>(Include dates, times, & other arrangements etc)</i>
On receipt of application mail out position description and information about the school.	Principal	
Determine who will be responsible for the induction program: the principal, team-leader or mentor.	Principal	
Mail out letter of congratulations and welcome, including starting date and time and outline of activities for first two days.	Principal	
Advise team-leader and/or mentor of staff member's starting date, role and responsibilities and discuss the role of the team-leader/mentor.	Principal	
Ensure that the draft induction program is developed.		
Publicise the newcomer's arrival.	Principal	
Organise appropriate desk, stationery, etc.		
Invite the person to visit the school or to attend a social function prior to start.		
Arrange compilation of orientation information		
Advise reception/switchboard of appointment.		
Put person's name on appropriate circulation lists.		
Additional pre-employment activities <i>(include activities appropriate for particular staff member and school).</i>		

Induction Activity	Person Responsible	Notes <i>(Include dates, times, & other arrangements etc)</i>
Plan welcome.	Principal	
Provide a tour of the school and provide information about the local area.		
Identify staff member's immediate needs and key information required to feel secure in the new environment.		
Introduce to key people in the school.		
Plan for brief daily contact for the first week.	Principal/team- leader/mentor	
Complete relevant personnel and payroll paperwork requirements.		
Provide Staff Handbook and folder of information materials Emphasise issues relevant to staff member's job.		
Discuss specific work goals and timeline after detailed discussion about job requirements and school context	Principal	
Ensure staff member gains skills required for immediate job performance (e.g. photocopier, fax).		
Confirm draft induction program.		
Additional activities <i>(include activities appropriate for particular staff member and school).</i>		

Induction Activity	Person Responsible	Notes <i>(Include dates, times, & other arrangements etc)</i>
<p>After completing a needs analysis develop an individual professional development plan through discussion. Set up appropriate on the job support and nominate staff member for appropriate courses. <i>The individual professional development plan will support the individual's career goals, his or her specific development needs, and the school's professional development plan.</i></p>	Principal/team leader/mentor	
<p>Arrange a visit to other schools, Regional Office, School Support Centre and State Office and familiarise staff member with management and services as appropriate.</p>	Principal/team leader/mentor	
<p>Continue regular meetings to monitor and evaluate induction progress against expected outcomes of the program.</p>		
<p>Arrange for co-working opportunities ("buddies" from the staff members work team).</p>		
<p>Additional activities <i>(include activities appropriate for particular staff member and school).</i></p>		

<p>Induction Activity</p>	<p>Person Responsible</p>	<p>Notes <i>(Include dates, times, & other arrangements etc)</i></p>
<p>Continue with daily contact and provide an opportunity for feedback and two-way communication.</p>	<p>Principal/team-leader/mentor</p>	
<p>Arrange discussion to introduce staff member to school values, goals, customs and expectations and also to community profile, culture, values and expectations</p>	<p>Principal</p>	
<p>Arrange a "welcome" lunch or morning tea for new staff members.</p>		
<p>Set up processes to provide opportunities for staff member to understand the work of others and contribute to school decision making.</p>		
<p>Provide briefing on administrative/office procedures</p>		
<p>Check that staff member's name is on appropriate circulation lists.</p>		
<p>Additional activities <i>(include activities appropriate for particular staff member and school).</i></p>		

Induction Activity	Person Responsible	Notes <i>(Include dates, times, & other arrangements etc)</i>
Ensure that the induction program is operating smoothly.		
Check if any further support is required to ensure that the staff member's work goals are being achieved.		
Redesign work goals as appropriate.		
Ensure that the individual professional development plan is being implemented.		
Evaluate the induction program with input from people involved.		
Celebrate the completion of the induction program.		
Additional activities <i>(include activities appropriate for particular staff member and school).</i>		

Principal:	Staff member:
Date:	Date:

INDUCTION PROGRAM EVALUATION SHEET

1. Did you develop an induction plan? Yes No
2. Did the induction program help you to:-
- 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?
