

## INDUCTION AND MENTORING POLICY

### Preamble

This policy has been developed in line with the Department of Education and Training (DET), *Induction Guide and Mentoring Program* and the Victorian Institute of Teaching's "*Supporting Provisionally Registered Teachers Program*". Induction and Mentoring are also key components of *Performance and Development Culture*.

### Rationale

The Induction and Mentoring Program at Mount Ridley Prep – 12 College lays the foundations that support the development of quality teaching and College organisational processes. It is an organised, sustained and responsive program that introduces new and returning teachers and Education Support staff to the College. Formal induction and mentoring programs for new and returning teachers and Education Support staff provide support, direction, contacts, feedback and essential information while building both confidence and performance. Staff may also access mentoring programs for career development, such as leadership.

### Guiding Principles

At Mount Ridley Prep – 12 College the Induction and Mentoring Program:

- Provides new and returning teachers and Education Support staff with the support, direction and information that will allow them to be fully effective and comfortable in their new role.
- Establishes productive and harmonious working relationships with colleagues.

### Implementation

- While the ultimate responsibility lies with the College Principal, the Professional Practice Assistant Principal will ensure each newly appointed staff member to the College, or staff member returning from extended leave, undertakes a supportive and effective formal induction program.
- The Professional Practice Assistant Principal will work closely with Learning Area Co-ordinators, Learning Specialists and the Business Manager to match new and returning staff with appropriate induction mentors.
- Skilled and experienced staff with strong communication and interpersonal skills will be used as mentors for each beginning and returning teacher and Education Support staff member.
- Mentors will be provided an Induction Checklist prior to the commencement of the staff member to support their transition to the College.
- New staff induction professional development sessions will run in Term 1 to support transition to the College and/or profession.
- Each induction and mentoring program will be individually planned, documented and monitored.
- Mentors of provisionally registered teachers will assist them to compile the evidence needed to satisfy the VIT requirements for full registration, and to prepare for the associated panel presentation.
- Staff may also access mentoring programs related to career development, such as leadership skills, upon application or request.

At Mount Ridley Prep – 12 College, the following phases are undertaken when implementing this policy, in accordance with components from the DET "*Induction Resource Material for Schools for Beginning and Returning Teachers*" document:

## **1. A Pre-Commencement Phase –**

- New and returning staff will be invited to attend an Orientation Afternoon in Term 4. This is an informal session of introductions and general questions. On this day the new and returning staff will meet with the College Principal and leadership team, receive an induction folder, discuss the mentoring program and be briefed for the commencement of the school year.
- All new and returning teachers are allocated a mentor. This mentor may or may not be from within the teacher's teaching team.
- Provisionally registered staff will be allocated an appropriate 'Induction Mentor', who will assist them with the initial introductions and operational information. VIT mentors, will be allocated to the provisionally registered staff which will commence in Term 2.
- Staff who are starting at the College after the beginning of the school year will be given pertinent documentation including; induction pack and curriculum documentation prior to commencement at the earliest possible opportunity. Mentors will be also be allocated at this time.

## **2. First Day –**

- On the first day, new and returning staff receive assistance from their mentor and with administrative tasks and room preparation. More extensive documentation is provided to staff members, including, introduction to the College intranet, timetables and meeting schedule. Staff beginning during term are released upon their first working day and work with College Operations to cover logistical concerns such as orientation, work spaces, yard duty responsibilities and photocopying. They will also meet with the relevant Curriculum Area Leaders throughout the day, along with their Induction Mentor.

## **3. First Week –**

- The Professional Practice Assistant Principal will work with mentors to ensure that new staff are supported in their needs.
- Staff beginning during term will be guided through their Induction Checklist by their mentor and relevant Curriculum Area Leaders. They will also work with College Operations and the College technical support team to establish access to internet, school server and explanation of relevant software.

## **4. Term One –**

- Initial meeting scheduled between mentor and mentorees with discussion/sharing of classrooms/experience - foundation for relationship. From this point on, the Induction and Mentoring Program begins to differentiate between teachers new to the profession, returning teachers, teachers involved in specific mentoring programs and Education Support staff.
- For the duration of Term 1, teachers new to the profession and the school are involved in a weekly College Induction Program.
- All first-year graduates are encouraged to attend the relevant support seminars for Provisionally Registered Teachers. They meet with their mentor regularly to meet the requirements of this program.

## **5. Term 2 and onwards –**

- Regular discussions take place between new teachers and mentors.

#### **6. Second year and beyond-**

- Once teachers have attained a full VIT registration, they then undertake an annual renewal process (PDP) to ensure they maintain the teaching standards at the Proficient Teacher level.
- The College will provide training opportunities to staff to ensure that they have the support to be able to grow their skills beyond the Proficient level.

#### **Evaluation**

As part of the College review cycle this policy will be reviewed every three years.

Date policy ratified: August 2021

Date of next review: 2024