

STAFF INDUCTION PROCESS

Human resources are the most precious resource at our school and we want to ‘live’ our fundamental vision in ‘people before paperwork.’ We acknowledge that if staff are stressed with paperwork and/or new and overwhelming situations/expectations then that will flow on into the interactions with the children. Part of our vision is to stand up for children and make sure that they do not suffer because the adults are stressed. Long term relationships are also a priority so we want to encourage staff to stay long-term. Therefore it is essential that all staff, in particular new incoming staff, are offered as much support as humanly possible and that expectations are long-term and realistic. We also need to acknowledge that everyone is on a ‘journey’ and that all staff members will be at different places, have different perceptions, skills, strengths, concerns, passions....We need to acknowledge and value this diversity. Staff need to focus on their own expectations of themselves personally and of other staff and the school community and to make it manageable to distinguish between non-negotiable expectations and negotiable expectations.

The nature of our independent school and the particular physical learning environment that we offer makes it even more important that staff understand the philosophy, in particular our ‘image’ of a child and our view of teaching/learning theories as well as our emphasis on the importance of the physical learning environment in relation to implementing the Curriculum. They need to understand our school mission, purpose, foundations and daily implementation in order to support and develop them with children and their families. Induction is a reciprocal responsibility between the school community (current staff, parents, GC) and incoming staff.

Reciprocal- indicating that action/support is **given** and **received** by each subject. **Responsibility**- being accountable for one's actions (and non-actions) and decisions. Being responsible for asking for clarification, examples, help... and indicating when extra support or a change is needed for oneself.

Incoming staff will receive ongoing support at various levels in conjunction with being personally accountable for demonstrating the link between the school philosophy, school structures, the Curriculum and their daily practice personally and professionally. We believe that part of the culture that we are consciously trying to create is to live our personal lives as close to our public and professional lives as possible in order to live with integrity, and to develop trusting relationships.

Steps involved in Staff Induction Include:

Initial Interview with Senior Educator and Administrator prior to commencing whereby:

- Receipt of clearance records is checked (copies of qualifications, Birth Certificate, Certificate of Citizenship or valid Residential Visa, TRB membership (teaching staff), WWC card (teaching staff), National Police Clearance (ancillary staff)
- Contract of employment is discussed, signed and receipted by school
- A copy of the Fair Work Information Statement is made available
- ATO documents regarding Tax thresholds are made available
- Documentation pertaining to the payment of superannuation into a fund of their choice is made available
- Payment details of fortnightly salary is discussed and relevant information collected
- Welcome letter issued and clear expectations of employees discussed
- Staff handbook and policies and procedures issued
- Mentor process discussed
- Introduction to other staff

Once the new staff member has commenced working at child side School the following processes are carried out as shown in the following flow chart.

Employee to arrange meeting time for further support, discussion, reflection...questions based on information provided in Interview prior to commencement if required. *Newly appointed Principal is provided time for discussion and asking questions of the board as part of induction process.*

Weekly Staff Dialogues offer opportunities for continued sharing and interpretation of school philosophy and practice in relation to Curriculum Implementation. Educator journals/learning logs explored, policies developed/reviewed.

Term/semester review session to focus on the implementation of the Curriculum as interpreted through school philosophy/practice

Mentoring process within and outside of school.
Mentor for Newly Appointed Principal – allow time for one on one

Opportunities to access quality, relevant professional development related to the implementation of the Curriculum (EYLF, Big Picture, Australian Curriculum) and to school philosophy/practice. To be accessed throughout first year of employment (and beyond).*Newly Appointed Principal is provided time & introduction with school 'relationships' eg Manea, Small School Collegiate Group*

Opportunities to be released to visit other schools (and other classes within our school) to shadow educators/assistants and examine other physical learning environments and how they influence learning.

Personal accountability to reflect and implement ideas/strategies etc in practice. Collegiate Support (appraisal) Process with Education Consultant Marie Martin and ratified by the GC

Extensive book list and selected readings (eg Geoff White Reading List) with sections up for discussion/practice.
Time for Newly Appointed Principal to read documentation in particular 'Guiding children's Behaviour'

