**New Teacher Induction Plan Checklist for Principals**

**Pre-commencement**

* Send a Welcome Pack
* Organise an Orientation Day
* Assign a buddy and discuss their responsibilities
* Schedule a catch-up on the teacher’s first day
* Schedule regular catch-ups over next two-three months
* For beginning teachers identify a mentor and ensure the mentor has been trained
* Provide guidance to Curriculum Leaders about their role in supporting new teachers
* Inform office staff of names and details of all new staff so they can complete administrative tasks:
  + Names are on pigeon holes
  + Photocopy cards are available
  + Desks are allocated
  + Edumail account is set up
  + Other passwords are organised
  + Details entered on EduPay

**Day One**

* Introduce new teachers
* Arrange for buddies to meet with new teachers on their first day and agree on contact arrangements for the first six weeks
* Meet individually with new teachers
* Induct new teachers on their professional obligations including codes of conduct, and mandatory reporting obligations to protect children and meet child safe standards

**Week One**

* Ensure buddies are meeting regularly with their new teachers and monitoring their needs and liaising with Team Leader/Curriculum (Domain) Leaders
* Schedule a meeting for the end of the first week to check-in with new teachers on how they are going and what support they might need
* Liaise with Team Leader/Curriculum (Domain) Leaders as to ensure appropriate and timely support is provided

**Weeks Two-Eight**

* Ensure buddies continue to monitor the progress of new teachers, particularly beginning teachers, discussing with them what further support they require and liaising with the Professional Development Coordinators about their needs
* Professional Development Coordinators to organise any identified support such as external professional learning, internal expert panels or group sharing
* Team Leaders and Curriculum (Domain) Leaders continue to monitor new teachers and offer support as necessary
* Check that all mandatory training including any online modules such as mandatory reporting and child safe standards and Occupational Health and Safety have been completed
* Towards the end of week three, the Professional Development Coordinator organises a meeting of new teachers to get feedback on their induction process and the support that has been provided
* You should attend the feedback meeting and discuss expectations for new teachers regarding voluntary contribution to extracurricular activities, balancing the expectations on beginning teachers with the time devoted to developing their teaching and learning practice
* Evaluate induction approach based on feedback and identify areas for improvement
* The Professional Development Coordinator should assess the learning needs and type of support each new teacher requires, including those new to your school or teaching in Victoria or returning teachers, this may include the support of a mentor
* Meet with the Professional Development Coordinator to discuss mentors and agree allocation to new teachers
* Ensure mentors are trained understand their role, expectations and protocols.
* In week six mentors should be allocated to beginning teachers by the Professional Development Coordinator
* Mentors begin meeting with their assigned teacher

**Terms Two, Three and Four**

* Mentors assist beginning teachers with organising observations of classes that directly support the beginning teacher’s needs and the needs of their students
* Mentors support beginning teachers to document their reflections about their teaching practice
* Mentors ensure that VIT requirements are being met and assist beginning teachers in completing requirements
* Schedule regular catch-ups (ideally at least once a term) with beginning teachers to check-in on their progress
* Facilitate evaluation of Induction and Mentoring support at three, six and twelve monthly intervals and identify and implement areas for improvement
* Organise a celebratory staff activity to recognise the completion of the first year and the full registration of all teachers new to the school that year

**Year Two**

* Mentors ensure that VIT requirements are being met and assist teachers to undertake their enquiry
* Continue to schedule regular catch-ups (ideally at least once a term) with beginning teachers to check-in on their progress
* Facilitate evaluation of Induction and Mentoring support at three, six and twelve monthly intervals and identify and implement areas for improvement
* Ensure panels are established in accordance with VIT requirements
* Organise a celebratory staff activity to recognise the full registration of all beginning teachers