Philosophical Basis:
Formal induction and mentoring programs for graduate, new and returning teachers provide them with support, direction, contacts, feedback and essential information while building both confidence and performance. The induction and mentoring programs will facilitate graduate, new, and returning teachers, and teachers new to the school, to establish productive and harmonious working relationships with colleagues. The formal induction program will take place simultaneously with informal induction processes and social activities.

Guidelines:
- The school Principal is responsible for ensuring each newly appointed graduate teacher to the school, or teacher returning from extended leave, or teacher new to the school undertakes a supportive and effective formal induction program.
- An induction/mentoring coordinator will be appointed each year.
- Opportunities will be provided for experienced teachers to undertake the VIT Mentor Training Program.
- Teachers who have completed the VIT Mentor Training Program will be eligible to be mentors for graduate and returning teachers, and teachers new to the school.
- The Principal and induction/mentoring coordinator will match graduate and returning teachers, and teachers new to the school, with appropriate mentors.
- Each graduate teacher and his/her mentor will be timetabled for one additional hour of time release each week to meet and discuss a prepared set of topics.
- Returning teachers and teachers new to the school will have regular meetings with a mentor.
- Professional development needs of the graduate, new and returning teachers will be determined, prioritised and spaced over the four terms so that teachers are not overloaded at any time.
- Provision will be made for mentoring partnerships which are not successful to be discontinued.
- Mentors of graduate teachers will assist them to compile the evidence needed to satisfy the VIT requirements for full registration, and to prepare for the associated interview.
- Each induction and mentoring program will be individually planned, documented and monitored.

Implementation:
- A Pre-Commencement Phase: Half day orientation program for graduate, new and returning teachers conducted by the induction/mentoring coordinator, which may include a social activity. This will take place in the week before school commences for Term 1. On this day the graduate, new and returning teachers will meet their mentors, receive an induction folder, discuss details of the mentoring program and be briefed on the “Start Up Program” for the beginning of the school year.
- First Day: First day staff and unit meetings; assistance from mentors with administrative tasks and room preparation; more extensive documentation provided to staff members, including class lists and timetables; returning teachers and mentors to decide meeting schedule.
- First Week: Principal and mentors have daily contact with graduate and returning teachers; first formal meeting of graduate teachers with their mentors; invitation to be involved in teams, groups and committees as appropriate.
- First Term: Continued weekly timetabled formal discussions between graduate teachers and mentors; professional development needs of graduate, new and returning teachers clarified and developed into a plan; professional development organised and conducted within the school where appropriate; two meetings scheduled and conducted with all graduate, new and returning teachers, their mentors and the induction/mentoring coordinator.
- Terms 2, 3 and 4: Continued weekly timetabled formal discussions between graduate teachers and mentors; two meetings scheduled and conducted with all graduate, new and returning teachers, their mentors and the induction/mentoring coordinator per term; continued provision of planned professional development; induction program formally completed, celebrated and evaluated.
- Year 2: Graduate teachers may elect to continue the mentoring program, details to be negotiated.

Evaluation:
- This policy will be reviewed by the leadership team in light of feedback received at the conclusion of each induction program.
- This policy will be reviewed every three years as part of the policy review cycle.