



## **POLICY FOR TEACHER INDUCTION**

### **Moyville Community College Post-Primary School**

ETB schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education
  - Care
  - Equality
- Community
- Respect

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#### **Mission Statement**

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Moyville Community College is a school where everybody is encouraged and expected to be the best that they can be.

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Moville Community College is a second level school under the management of Donegal Education and Training Board. We provide a broad curriculum and a high quality education to learners in our community. We promote academic success and always recognise our students' achievements. Our staff, supported by parents, enable the students to develop the skills and attitudes necessary to become responsible young adults who contribute positively to society. We value mutual respect, tolerance and positive relationships. We celebrate diversity and we seek to foster a sense of belonging. We include all students in our school and we aim to create a safe and supportive learning environment for all.

***'What do we live for if it is not to make life less difficult for each other' George Eliot***

*A formal process of familiarising employees with their roles, responsibilities, and entitlements and orientating them to applicable workplace and organisational policies, resources and support services.*

*For the purpose of this document a new member of the teaching staff (transferring teacher, newly qualified teacher, student teacher, short term or sub) will be addressed.*

The Induction coordinator will provide all teachers new to our school with a digital copy of the school "Welcome Pack" and "Code of Professional Conduct for Teachers" or "Guidelines on School Placement". It is the schools understanding that all new members of staff adhere to the "Professional Code of Conduct for Teachers" and "Guidelines for School Placement", as set out by the Teaching Council.

A supportive and effective **induction** program welcomes new staff members and accelerates a sense of acceptance and belonging to the school. It delivers key information about the organisational culture, values and policy settings to guide responsible and appropriate behaviour and decision making. Staff **induction** also provides the new teacher with an understanding and appreciation of the requirements of their job and knowledge of the functions of their environment.

## **1.1 Aims**



- To provide a clear structured induction programme, to support a new member of staff in a teaching position by facilitating progression in Movice Community College.
- To provide guidance in supporting the professional and pedagogical needs of new teachers and newly qualified teachers.
- To support student teachers in preparing them for a successful career.
- To facilitate the Droichead process.

## 1.2 Whole School Induction

Movice Community College strives to develop a safe, inclusive and supportive environment, which will enable each member of the community to realise his/her potential. The building of these positive relationships is essential for the development of the ever expanding role that is the teacher.

This mission is realised through:

- Creating a caring, disciplined and respectful environment.
- The provision of a wide range of educational experiences appropriate to each individual.
- A supportive, non-judgmental environment.
- Enhancing each individual's self-esteem.

## 1.3 Whole School Targets

Movice Community College prides itself in its inclusive school community where the building of relationships is essential in the provision of a high quality teaching and learning environment. To enable this to continue it aims:

- To support the professional development of the new teacher by way of systemic support thus laying the foundations for a successful professional career.
- To assist new staff members in becoming familiar with their surroundings, culture, policies and the day-to-day running of Movice Community College.
- To help the new staff member realise that he/she is a valued member of staff.
- To provide a clear communications channel within the school community.
- To ensure that the new staff member's transition into Movice Community College is a smooth and positive experience.

## 2.1. Role of the Principal



The principal regarded as the chief officer of learning will be available

- To ensure that a structured support system is provided for that will assist the teacher in the transitional period to becoming an effective teacher.
- To select mentors and facilitate training.
- To brief the teacher on the nature and purpose of induction within the school.
- To make arrangements for professional development days.
- To consult with the Mentor re Induction plan.
- To brief school staff, parents and Board of Management on the nature and purpose of the school's induction programme.
- To arrange substitution for school-based induction activity days and professional development days and arrange substitute cover for same.
- To oversee the planning and preparation for teaching and learning.

## **2.2. Role of the Mentor:**

The role of the mentor is to act according to the criteria as set out in the national induction programme for teachers and reflects the following:

- To liaise with the Principal in providing ongoing support for the teacher throughout his/her first year teaching.
- To provide opportunities for observations in a variety of teaching styles and teaching strategies.
- To develop the role of the mentor as colleague where the teacher or is comfortable to receive new knowledge, and able to communicate their own knowledge, experiences (negative/ positive) in a relationship built on mutual respect.
- To offer advice, provide information, interpret school procedures and policies, act as a role model and provide a mechanism for support in both formal and informal situations.
- To encourage the teachers to become self-reliant, to take the initiative, to be innovative and questioning where appropriate.
- To promote the involvement of the whole school in the induction of teachers in a collaborative manner.
- To co-ordinate the induction plan and induction activities in collaboration with the principal, the member of staff and the school community.
- To attend mentor professional development days and encourage CPD in this area.
- To liaise with other schools in the area for the purpose of observing and sharing best practices.



- To establish clear boundaries for the mentor-teacher relationship.
- To work collaboratively with the teacher in the classroom e.g. observing and giving constructive feedback in a helpful and non-judge mental manner.
- To accept and give feedback in a constructive, open and professional manner.
- To liaise with subject teachers in ensuring that subject specific information and advice is available at all times.

### **2.3 Whole School**

The whole staff will be obliged to facilitate the following:

- Hosting of preliminary meeting with the new member of staff, Mentor and Principal and key teachers.
- To establish clear expectations regarding the roles of each in the induction process.
- To clarify questions, issues or concerns that participants may have.
- To initiate a needs analysis to identify priority needs for the first term.
- To outline the ethos of the school.
- To clarify school practice and procedure in relation to day to day organisational matters.
- Co-teaching/team teaching with mentor or other colleague.
- Co-planning with mentor or teachers from same department.

### **2.4 Role of the Subject Departments:**

Subject departments would be required

- To facilitate in a constructive and professional manner in the induction process in co-operation with Teacher, Mentor and Principal.
- To carry out demonstration lessons for teacher with own class or New Teachers class where requested.
- To participate in co-planning with the teacher across curricular areas.
- To participate in team teaching/ co-teaching.
- To share best practices.
- To enable observations within the Department.

### **2.5 Role of the Special Needs Department:**

An integral part of our inclusive school community the department would be able

- To assist teachers in becoming aware of the particular strategies relevant to the teaching of SEN students.



- To liaise with teacher regarding all relevant SEN pupils; requirements of students, achievable learning activities etc.

### **3.0 Provision of Information regarding supports available to Teachers:**

#### **In-school Supports such as:**

- Mentor
- Tutors
- Year Heads
- Colleagues
- Management

#### **National Supports:**

- NIPT
- Teaching Council
- Teacher Unions
- Professional Support Groups
- Professional Counselling Services

### **3.1 Agreed Expectations/Protocols**

The following are key points relevant to Menville Community College:

- To participate fully in the school's induction programme and to undertake the elements of the programme.
- To work collaboratively as part of the school team.
- To be fully cognisant of the duty of care to all students in Menville Community College.
- To accept responsibility for seeking help and advice.
- To maintain the school's professional ethos in terms of appearance and conduct.
- To learn from the established good practice of teachers in the school and/or elsewhere.
- To consider the professional feedback of the mentor and other staff who observe and advise about teaching and learning.
- To be thoroughly prepared for all lessons and to have long and short term planning available and up to date.
- To accept and give feedback in a constructive, open and professional manner.
- To be aware of the continuum of professional development and his/her own responsibilities therein.

### **3.2 Evaluation**



The induction programme will be evaluated as follows

- Needs analysis at the start of the year.
- Annual updated welcome pack.
- Regular consultation between the participants throughout the year in a formal or informal manner.
- Review at end of year

### 3.3 Review

This policy will be reviewed annually.

The evaluation of the induction programme will take place annually and will include: Mentors, Principal and Deputy Principal and relevant departments.

Date Developed -

Developed by:

Date Approved -

Approved by:

Date Effective From -

Review -