



A Guide to Staff Induction

Induction is an educative process intended to support employees transitioning into a new role. Induction is an example of inclusive employment practices and is crucial in assisting your new employee to understand processes, workplace culture and day to day tips on how to work within their new environment. By providing a thorough induction, you will be helping to meet your responsibility as an employer to ensure your staff are informed, supported and trained in workplace requirements and expectations. The Courts have made it clear in a number of decisions that the mere existence of a policy, for example, is insufficient and that staff need to be informed and 'inducted' in a policy.

Induction may be of varying lengths, for example the Christian Schools NSW Teachers MEA states 1 year, but essentially the induction needs to be long enough to support the employee and give you confidence as the employer that they can successfully interact with the workplace on matters relating to their employment. An example of a teacher induction process is available at the [aitsl](#) website where a number of short films help convey the usefulness of support during the early stages of a teacher's employment.

Induction may be conducted by an appointed senior manager, such as a deputy principal, or business manager for non-teaching staff, alternatively by someone who has sufficient knowledge regarding the whole of school operations. This may be an experienced colleague in a coordinator role or the Principal for smaller schools. However, given that induction is not probation or performance management, be mindful of the greying of lines in the event that the Principal may also need to embark on a performance management process.

Probation is no longer a widely used term, nor does it have particular value under industrial law. The use of probation was traditionally a period, extending from appointment, whereby the new employee is afforded a period of time to demonstrate that they can actually perform the role to which they were appointed, applying the required skills and knowledge. In that era termination within the probation period was generally not subject to unfair dismissal protections. However, under the *Fair Work Act 2009* (Cth) it is the minimum employment period requirements which determine access to those protections. Even if you continue to apply a probationary requirement and set a probation period that extends beyond the minimum employment period, an employee will still be able to access unfair dismissal remedies after that minimum employment period.

Performance management is the term for the process used in order to ascertain whether the employee is meeting the requirements of their role. When managing staff performance, it is important to set routine timeframes to discuss progress (a retrospective discussion) and to set clear and measurable outcomes to help create a discussion regarding matters of (future) performance.

Performance Management occurs alongside the induction process, as such Performance Review dates identified during the induction process may assist the employee to quickly focus on work outcomes required of their employment, and help make the distinction of the two processes.

Key elements of an Induction

A comprehensive induction process is one that is well documented, planned and structured. It is a working tool for the period of the induction process. Key elements include:

- **Employment Matters:** this is information about employment documents such as letters of employment, registrations and security clearances, copies of Industrial Agreements or Awards, form completion and membership details, ie professional bodies or superannuation.
TIP: ensure that all documents are read, understood, completed and stored in the Employee File.
- **Workplace Matters:** this relates to school-based policies and procedures, workplace requirements, IT training and access, security and requirements around how to use school property, emergency evacuation plans, contact people in the school including email and phone lists.
TIP: take your time covering these topics and revisit them, to provide opportunity for the new employee to ask questions. This may be a suitable delegation opportunity, however you must still be confident that the information has been accurately shared.
- **School Matters:** this is where you introduce your “culture” and school vision including any strategic plans, research, discussion papers or reports that have helped shape the way the school sees itself and is seen. Include in these conversations non-negotiable dates for staff attendances, dress codes, communication expectations, how the school manages feedback or matters of reportable conduct. Include discussion regarding examples of barriers to acceptable workplace conduct.
TIP: consider how you are going to reinforce and demonstrate the values the school purports to meet. For example, identify “markers”, such as the first school assembly – after which you can discuss with the employee how the school values were displayed. OR consider how the school culture is evidenced at key workload periods through the year such as programming or report writing.
- **Position and role specific matters:** this is the detail of the employee’s specific position. Here is where the position description and statement of duties is used to carefully discuss what the role looks like day to day, expectations around outcomes and how the role fits within the broader team. Identify key networks for the role internally and externally and discuss how the role functions across the school community, including levels of authority and the role’s points of influence.
TIP: the employee will be very invested in this conversation as it will have the most tangible meaning for them. Use the position description (or equivalent document) frequently to enable the employee to fully comprehend how to succeed in the role within the school context. Importantly discuss the role in the context of the school they are now in, so as to help them relinquish previously held expectations that may hinder their success in this new role.
- **Teacher related roles** also need to cover expectations specific to accreditation requirements. This may include identifying different processes for a teacher who is in their first year versus a teacher who is returning from a period of absence. The NSW Teaching Staff MEA for example, specifies support methods for teachers during the induction period.

Interaction of Employment Processes

The following diagram helps to show the building blocks in establishing employees within the workplace and their role.



Example Checklist for Induction

We encourage you to establish a structure to guide the induction process to ensure the best outcome for both the school and the new employee. You may consider using this checklist to help guide your own induction process, amending as you see fit according to the specific needs of your school.

Induction Details

Induction Start Date:

Induction completed on:

Induction Overseen / conducted by:

Employee Name	
Employment Start Date	Orientation completed on:
Position Held	
General Staff List position eg Maintenance Teachers Aide	Teaching Staff * First Year Returning to teaching after period of absence

**NB the NSW Teachers MEA specifically discusses requirements for teachers who are first year and/or returning from a period of absence.*

Key Contacts to assist employee during Induction

	Name & Contact Details
Direct Supervisor	
Your Mentor	
Administration requirements	
Pay	
Employment Matters	
General Staff Directory provided	

Employment Matters

Confirmation of key documents provided and completed

WWVP/ WWCC	Driver's Licence	Qualifications
Superannuation Choice Fund	Statement of Faith	Contract of Employment Signed
Bank Details	TFN	Emergency Contact
Professional Memberships	Copy or access to Award / MEA	<i>Any other forms you require returned.</i>

Workplace Matters

Generic information for all roles within the staffing community.

Building orientation, including discussion regarding specific restricted areas.	Photocopy passcode and training
Building access eg keys or codes	Staff Intranet log on and training
Phone: codes/pins and training	Emergency protocols and plans
Workplace Policy – Handbook including Sexual Harassment / Bullying / WHS / Use of Alcohol / Use of Social Media etc	School staff Contact List

Arrange access to CSA website and applicable resources and inclusion on relevant CSA mailing lists.	
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School Matters

Key expectations to discuss with employee regarding impact of role on how school is represented to broader community and experienced internally by staff.

Whole of school		
School Vision	Strategic Plan	Documents of significance eg: Pedagogical Research, Team culture, leadership approach, Doctrine of Belief
Culture Evidenced through		
Start and finish times / attendance times / commitment to work	Workplace conduct – expectations and processes when not met	Key staff events / commitments eg devotionals / meetings / retreats
Communication expectations and processes Eg: email / message taking	Employee Feedback processes	Family feedback processes
Workplace Conduct	Annual Statement of Faith required by staff	Yearly staff intentions to assist with staffing
Set dates to follow up after specific school event/s to discuss experience of school culture.		
<i>Event: First staff meeting</i> <i>Date:</i>	Event: Date:	Event: Date:

Role and Position Elements

Position Description	Scope of duties and when these may occur
Workplace structure – where role sits in organisation	Dress code
Key meeting dates specific to the role eg: team meetings, supervision meetings, programming meetings, reviews	Training opportunities and requirements
Start and finish times	Expectations regarding work away from school premises
Set Performance Dates	
Meeting one: discussion regarding expectations in context of school strategy and employee role – establish outcomes	Meeting 2 -3: performance review discussion based on measures set
Additional meetings to discuss underperformance as needed	
Employee signature - ensure the employee signs off an induction checklist, to confirm the various elements have been explained. This sign-off can become vital evidence in future performance management.	