

Department of Education

Induction Strategy



Purpose

This strategy articulates the Department of Education's (DoE) commitment to providing induction for all employees who are beginning new roles and responsibilities. It sets out the department's expectation that all newly appointed employees are equipped with the knowledge they require to do their job effectively, as well as an understanding of their specific workplace context and how their role aligns with the priorities of the whole organisation.

The strategy is supported by a range of resources including the DoE induction website and guidelines for Queensland state schools and central and regional offices. These guidelines outline how induction is implemented across the department.

Our commitment

The DoE induction strategy provides a model that advocates a consistent, contextualised and connected approach to induction across the whole department.

Induction is a key element in the department's *Valuing Performance Policy Statement*, which provides the strategy for developing the performance of employees. Induction is also central to the *Developing Performance Framework* (DPF). The DPF provides employees, including leaders, with a process, capability documents and online tools to clarify work priorities, discuss career aspirations and plan support for professional development opportunities to continue to build individual capabilities.

Induction is not only a mandatory accountability for leaders; it is the basis of a strong workplace culture where the performance of all employees is valued.

Defining induction

Induction can be defined as a 'critical phase within a continuum of professional learning'¹ based on clearly defined performance development processes, and mentoring and coaching structures. As such, it is not a one-off event or orientation. Rather, induction is a comprehensive process supported by all levels of the organisation. It is about supporting and extending professional practice, building collegial relationships and sustaining an organisational culture where there is a shared responsibility for the success of all employees.

Permanent, part-time, temporary and casual employees from entry level to senior management, including volunteers and contractors, are all eligible for induction.

Benefits of onboarding and induction

- Effective onboarding and induction helps employees settle into their new role faster and become productive sooner.
- Informed employees feel a sense of belonging to the organisation and are more able to operate at their full potential as quickly as possible.
- Well-designed onboarding and induction leads to improved staff morale, engagement and greater commitment to the organisation.
- Productivity is enhanced and job proficiency improved when employees engage in a comprehensive onboarding and induction process with the ongoing support of colleagues and management.
- Engaged employees will stay longer, leading to lower staff turnover and reduced recruitment and training costs.
- Clients experience consistently high standards of service delivery.

Our obligations

The department is obliged to provide induction to all employees under the *Public Service Act 2008*. Within this department, employee performance management includes an induction process for:

- all new employees
- employees returning after an extended period of absence
- employees recently promoted or moved to positions with differing or enhanced responsibilities.

Induction ensures employees have the relevant knowledge and understanding of their responsibilities as per the management, employment, work performance and personal conduct principles in sections 25–26 of the Act.

Further, certified industrial agreements between the department and employee unions include specific requirements for employees to be provided with effective induction.

All new departmental employees are required to complete the Mandatory All-Staff Training program as part of their induction.

The program covers:

- Protecting our students
- Protecting our information
- Working ethically
- Working safely

It is available as an online course accessible via the Learning Place or can be delivered in a face-to-face group session or completed individually using the approved learning materials from [Oneportal](#)

Emergency management and fire safety training must be completed at the workplace taking into account the local context.

All employees working in an environment with students under 18 years of age are also required to complete the following training:

- Student protection
- Curriculum activity risk assessment.

Our approach to induction

The departmental approach to induction is characterised by three principles:

- **Consistency**

Through **consistent** induction, the department strengthens the capability of newly employed, transferring, relieving, returning or promoted staff by communicating key messages and providing them with equal access to information, resources and development opportunities.

- **Connectedness**

Through **connected** induction, the department promotes collaboration through partnerships with internal and external stakeholders to realise shared goals. The department provides opportunities to build relationships through mentoring and coaching to support staff in their continuing development.

- **Context**

Through **contextualised** induction, the department supports all employees to adapt to their local workplace through customised resources and diverse delivery modes.

The department's approach to induction is also characterised by performance development and mentoring and coaching frameworks.

Performance and development

Performance and development is aligned and cascades through the department at all levels. This supports a culture of high performance and development and is aligned and integrated with the organisation's priorities and strategic direction.

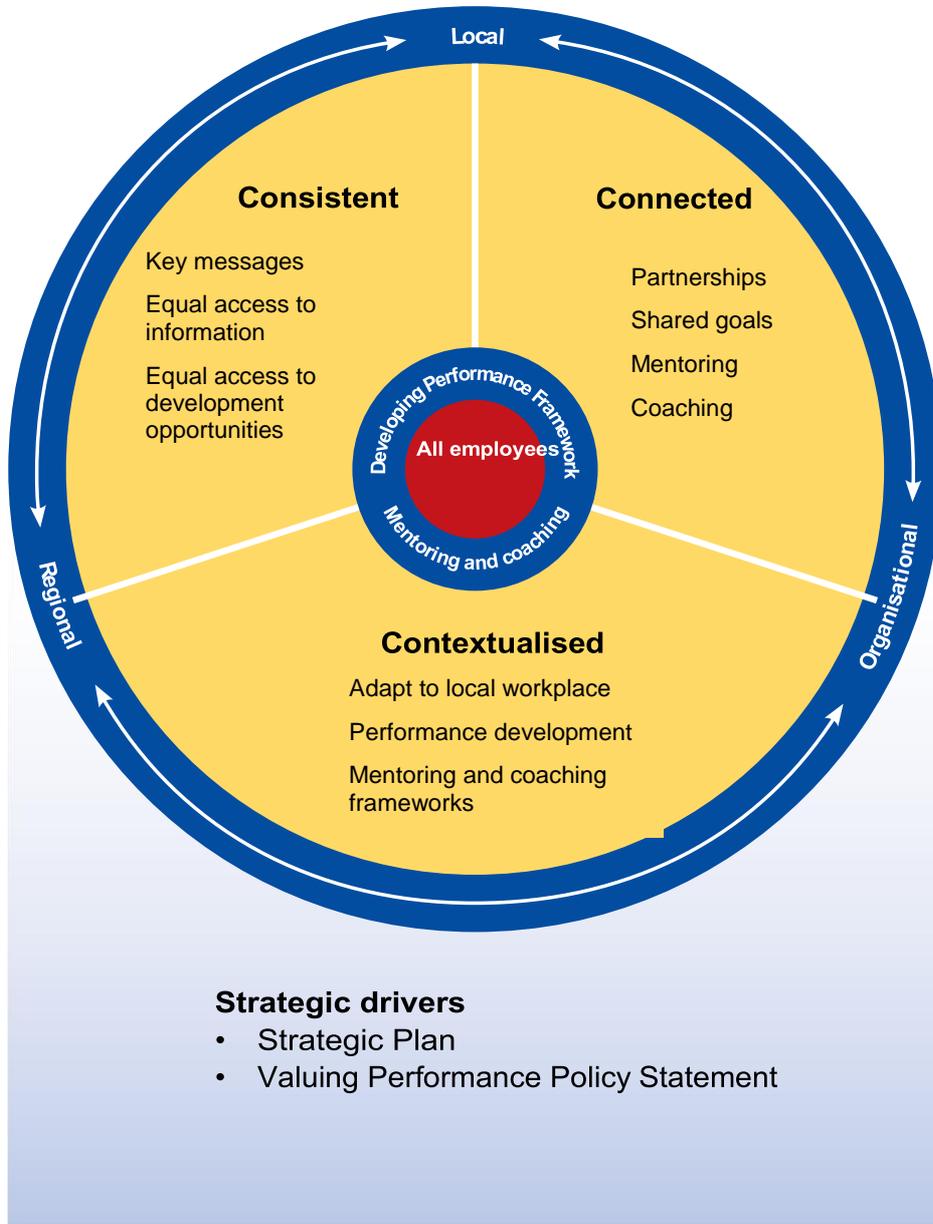
The high performing culture of performance and development in the department is guided by a variety of frameworks and standards. These provide all employees with a process and support materials to engage in high quality performance and development practices in their workplace.

Mentoring and coaching

Mentoring offers new employees the opportunity to share and develop their knowledge, experience and skills in a dynamic, focused and supportive way. It gives both mentors and mentees the opportunity to gain an understanding of different backgrounds, responsibilities and life experiences.

Successful coaching programs are based on the principles of respect, inclusiveness and commitment. They focus on helping people to reflect on their practice, skills and knowledge and they prepare them for future opportunities.

Department of Education Induction Strategy



Strengthening our commitment to developing workforce capability and performance

Obligations regarding induction

Employee induction is to be recorded in a suitable format to meet audit and reporting requirements. Records may be electronic or paper-based.

The [induction planner](#) for the relevant employee cohort may be used to plan and record completion of the entire induction program.

Induction planners should be signed by both the supervisor, manager or principal and the employee to verify the employee's completion and understanding of the content.

In line with best practice, participants are to have the opportunity to evaluate their induction and the feedback received is to be considered when induction programs are reviewed.

Principals, managers and supervisors

- Ensure induction is provided to:
 - newly appointed employees
 - employees transferred or seconded to the workplace
 - employees returning from extended leave
 - employees promoted or undertaking higher duties with new responsibilities
 - temporary and casual employees
 - volunteers/visitors
 - contractors.
- Ensure employees have access to and complete Mandatory All-Staff Training program and other required mandatory training appropriate to role.
- Enable experienced employees to mentor inductees.
- Develop a contextualised local induction program.
- Verify employee understanding of all induction materials prior to signing the induction planner as completed.
- Provide employees with opportunities to evaluate the induction program.

Mentor or buddy

- Support inductee through orientation and induction.
- Introduce inductee to colleagues.
- Provide information and advice regarding the workplace context.
- Assist inductee to access further information and training.

All employees

- Complete the Mandatory All-Staff Training program.
- Work through all training and subject matter specified in the provided induction planner.
- Ask questions to clarify understanding.

- Discuss additional needs with mentor, buddy or supervisor.
- Sign the induction planner verifying understanding and completion of the program.

Casual teachers

- Complete the Mandatory All-Staff Training program within 20 days of first engagement or within three months if engagements are not continuous.
- Present valid record of completion on request when engaged to work in a school.

Resources for induction

A suite of resources is available to support induction for all employees, at all career junctures. Designed to be accessible, flexible and sustainable, the resources can be used by supervisors when planning induction programs that meet the diverse needs of employees.

Resources available include:

- an induction website – <https://det.qld.gov.au/working-with-us/det-induction>
- onboarding resources – <https://intranet.qed.qld.gov.au/Services/HumanResources/Pages/Employeeinduction.aspx>
- induction guidelines for Queensland state schools and central and regional offices
- Mandatory All-Staff Training program – <https://intranet.qed.qld.gov.au/about/PrioritiesandInitiatives/mandatorytraining/Pages/default.aspx>
- Mandatory annual training [Ready Reckoner](#)
- OneChannel sessions
- online programs and courses – including mandatory and elective induction content
- professional communities and discussion lists
- guidelines for mentoring and coaching handbooks
- surveys for continued evaluation and quality assurance.

Related links

- Valuing Performance Policy Statement – <http://education.qld.gov.au/staff/development/>
- DoE Procedure Register – <http://ppr.det.qld.gov.au/pages/default.aspx>
- DoE induction website – <https://det.qld.gov.au/working-with-us/det-induction>
- *Developing Performance Framework* – <http://education.qld.gov.au/staff/development/performance/>
- Employment conditions – awards and agreements – <https://intranet.det.qld.gov.au/payroll-hr/payroll-allowances-super>
- Emergency Planning – <http://education.qld.gov.au/health/safety/hazards/emergency.html>

References

- Carroll, TG 2006, *The High Cost of Teacher Turn Over*, National Commission on Teaching and America's Future.
- De Lacy, G 2004, *How to Design and Implement a Board Induction Program*, Australian Institute of Company Directors, Sydney.
- Department of Education, Science and Training 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, Tasmanian Educational Leaders Institute, Department of Education Tasmania, Commonwealth Department of Education, Science and Training.
- Fry, SW 2010, 'The Analysis of an Unsuccessful Novice Teacher's Induction Experiences: A Case Study Presented through Layered Account', *The Qualitative Report*, vol. 15, no. 5 September, pp. 1164–1190.
- Trowler, P & Knight, P 1999, 'Organizational socialization and induction in universities: Reconceptualizing theory and practice' in *Higher Education* vol. 37, pp. 177–195.
- Turley, S, Powers, K & Nakai, K 2006, 'Beginning teachers' confidence before and after induction' in *Action in Teacher Education*, vol. 28, no.1, pp.27–39.
- Wong, HK 2004, 'Induction programs that keep new teachers teaching and improving' in *NASSP Bulletin*, vol. 88, no. 638, pp.41–58.