

Sessional Teaching Staff Induction & Support Checklists (Higher Education)

This document is designed to ensure that all new sessional teaching staff are provided with the essential inductions and support processes to enable successful undertaking of their teaching role and engage in quality learning and teaching practices at FedUni. It is recommended that this document, and those listed under Corporate Induction, are to be completed, signed and retained by the School/Directorate for inclusion in the staff member's personnel file.

Prior to employment

EMPLOYMENT CONFIRMATION		Responsibility: Program Leader and School Administrator	
Activity		Resources	Completed
Sessional appointments	Discussion to clarity of duties to perform, role responsibilities, days/hours of employment, campus travel etc.	Provide a Position or Role Description	<input type="checkbox"/>
	Contract and Confirmation Letter forwarded to sessional staff member. Includes electronic link to Associate/Pending HR online system for completion	Note: Completion of Associate/Pending HR online systems triggers creation of HR and ITS accounts	<input type="checkbox"/>
L&T systems access	Access to: <ul style="list-style-type: none"> • fdlGrades • My Student Centre/Campus Solutions 	See School Services and Support Team <ul style="list-style-type: none"> • fdl Grades log-in • My Student Centre/Campus solutions log-in 	<input type="checkbox"/>

First week of commencement

To be completed by all sessional teaching staff employed at the university.

CORPORATE INDUCTION		Responsibility: Nominated School delegate	
Activity		Description Resources	Completed
New Starters Checklist	Includes consideration of the following: <ul style="list-style-type: none"> • Induction Checklists • Workspace requirements & access • Systems and resources • Contact Details • Staff Identification 	Click here to download the New Starters Checklist	<input type="checkbox"/>
Local Induction Checklist	Includes the following: <ul style="list-style-type: none"> • General Area Information • Positions/duties • Training • Attendance and Leave • Corporate information • Key policies and procedures 	Click here to download the Local Induction Checklist.	<input type="checkbox"/>
Corporate OHS Induction checklist	Includes the following: <ul style="list-style-type: none"> • General • Health and Safety Representation • Prevention • Incidents • Emergencies and Evacuations 	Click here to download the Occupational Health and Safety (OHS) Induction Checklist.	<input type="checkbox"/>
Information Technology Services (ITS) Support	<ul style="list-style-type: none"> • IT access support • Teaching support 	Contact 1800 FED UNI or (03) 5327 9999 Click here to access the ITS service desk online portal	<input type="checkbox"/>

First week of commencement

Each campus has a unique layout, and distinctive processes in which to liaise and access various departments and departmental staff.

CAMPUS INDUCTION		Responsibility: Nominated School delegate	
Activity		Resources	Completed
Campus Tour	<ul style="list-style-type: none"> Schools and Directorates Human Resources Student Connect CLIPP Library Cafeteria 	Click here to access campus maps	<input type="checkbox"/>
Campus Parking	Areas, access, zones and permits	Click here to access the website <i>Staff Working at FedUni Facility Services Parking</i> for information on parking areas, permits and zones. Click here for access the website <i>Staff Working at FedUni Facility Service</i> <i>Contact us</i> for campus specific contacts	<input type="checkbox"/>
Campus Security	Security needs during or out of standard hours teaching	Click here to access the website <i>Staff Working at FedUni FedUni against violence Campus security</i> for emergency and non-emergency numbers for campus security.	<input type="checkbox"/>
Classroom tools and resources	<ul style="list-style-type: none"> Using a lectern for teaching Accessing laptops for teaching Accessing other teaching tools 	Campus specific resources	<input type="checkbox"/>

Within first two weeks of commencement

Each School applies and uses a range of University policies and procedures differently to address their specific School, discipline, program and/or course teaching needs.

SCHOOL INDUCTION		Responsibility: Line Manager, Mentor and Course Coordinator	
Activity		Resources	Completed
Academic Mentor	Allocation of an academic mentor	Monthly support meetings throughout first semester of employment	<input type="checkbox"/>
School L&T Professional Support and Development	<u>School-based Communications</u> <ul style="list-style-type: none"> Invitations to relevant School L&T meetings and events Invitation to relevant Program/Course meetings Subscription to School newsletters/communications Key School L&T Contacts School L&T Communities of Practice 	Note: Sessional staff may not be expected, or paid, to attend all meetings. However, inclusion in these communications enables (a) optional attendance, (b) to have issues raised on their behalf and (c) access to meeting minutes	<input type="checkbox"/>
	<u>School-based Professional Development</u> <ul style="list-style-type: none"> Invitations and access to relevant School professional development opportunities Role specific training (eg: Course Coordination Training) 	Note: Sessional staff may not be expected, or paid, to attend professional development. However, inclusion in these offerings enables optional attendance.	<input type="checkbox"/>

School Learning and Teaching Information	<u>School-based L&T Policies, Procedures, Processes</u> <ul style="list-style-type: none"> School Assessment Guidelines School Moderation and Marking processes School Peer Review, Peer Enhancement and/or Peer Observation processes 		<input type="checkbox"/>
	<u>L&T Administration & Systems</u> <ul style="list-style-type: none"> Key dates for the Teaching Period Introduction to fdlGrades and use in learning and teaching administration Access to relevant SharePoint folders 	Click here to view the Academic calendar and Teaching Periods Click here to access website resources and 'how to' information for fdlGrades.	<input type="checkbox"/>
School Research Information	<ul style="list-style-type: none"> Key School Research Contacts School Research Communities of Practice 		<input type="checkbox"/>
Course Information	Support with understanding Course Description, Assessment tasks, Learning Activities, Moodle environment, marking criteria, accessing learning resources, etc.	Meeting with Course Co-ordinator	<input type="checkbox"/>
Goals and Performance Indicators	Develop goals as part of Professional Development Plan	Meeting with Line Manager Click here to download the Professional Development Plan and Performance Plan (scroll to bottom of page).	<input type="checkbox"/>
Other (School/Role specific)			<input type="checkbox"/>

Within first four weeks of commencement

The central learning and teaching induction program introduces general information, resources, services and supports to transition all teaching staff (including sessional staff) in facilitating quality learning and teaching practices at FedUni.

LEARNING & TEACHING INDUCTION		Responsibility: CLIPP	
Activity	Resources	Completed	
Academic Induction Program (AIP)	Delivered in a blended mode across all campuses and offered twice a Semester. Mandated as per the Academic Probation Procedure and Learning, Teaching and Student Success Plan 2018-2020 .	Click here to access website for specific program content, workshop dates and registration. Note: Sessional staff are paid to attend the 15-hour program.	<input type="checkbox"/>
Learning Technology Bootcamp	These 'bootcamp' workshops are delivered the day after AIP to support consolidation of learning.	Click here to access website for specific workshop content, workshop dates and registration.	<input type="checkbox"/>

Mid – teaching semester/contract

Ensure opportunities are available for self, peer and student review to enable and support any necessary adjustments to learning and teaching practices for the remainder of the teaching period.

SCHOOL SUPPORT		Responsibility: Mentor, Supervisor or Line Manager	
Activity		Resources	Completed
Mid-semester review	Progress on PDP goals and professional wellbeing	Meeting with Supervisor/Mentor	<input type="checkbox"/>
Peer enhancement	Engage in School Peer Enhancement process	Click here to access the website <i>Staff Learning and Teaching Teaching Practice Evaluation Review through a peer lens</i>	<input type="checkbox"/>
Student feedback	Support with engaging in informal ways to collect student feedback on learning and teaching practices	Click here to access the website <i>Staff Learning and Teaching Teaching Practice Evaluation Review through a student lens</i>	<input type="checkbox"/>
Self-review	Self-reflection on successes and challenges and identify opportunities to improve.	Click here to access the website <i>Staff Learning and Teaching Teaching Practice Evaluation Review through a self-lens</i>	<input type="checkbox"/>

End of teaching semester/contract

Formal feedback from students and performance appraisals from supervisors form an important component of professional growth and development.

SCHOOL SUPPORT		Responsibility: Course Coordinator and Line Manager	
Activity		Resources	Completed
Teaching Administration	<ul style="list-style-type: none"> Entering final grades into fdlGrades Writing Course Coordinators Report (if applicable) Recommending enhancements for future course delivery 		<input type="checkbox"/>
Student Feedback	Interpreting and using eVALUate student feedback	Click here to view Student Evaluation of Learning and Teaching Procedure.	<input type="checkbox"/>
Goals and Performance Indicators	Complete end of contract PDP	Refer to agreed goals established at the commencement of contract.	<input type="checkbox"/>

Employee:

Date:

Signature:

Print and sign form if no digital signature available

Supervisor /Manager:

Date:

Signature:

Print and sign form if no digital signature available

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