Induction pack for trainers

A resource to guide the induction of new vocational educators

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What is the *Induction pack for trainers*?

The *Induction pack for trainers* resource contains a series of templates designed to assist your work as a trainer and guide the induction of new vocational educators in their first weeks in the role. The concept is that an organisational trainer or staff developer can use the materials in a series of face-to-face sessions with individuals or small groups of new teachers to assist their transition from industry to the classroom. The resource is very much a trainer's starter-kit and is not intended to take the place of a comprehensive adult teaching and learning course or qualification.

What is special about vocational education?

Tertiary organisations offering vocational education value industry expertise highly, recognising that teaching staff with current industry experience are key to their students graduating with the work-ready skills employers require. However, educational environments are different from the workplace and many newly recruited teachers will often have little or no experience of teaching learners in a classroom environment. Most will not have formal teaching qualifications, and may not have studied themselves as adult learners, so that they will be unaware of shifts in understanding about teaching and learning environments and practice. This pack is designed to support professional conversations which raise awareness and offer direction for early career vocational educators.

How is the resource arranged?

The templates which follow are arranged under four different headings: Orientation; Planning and preparation; Instruction; and Professional responsibilities. Each section begins with an Introduction page which outlines the main topics and principles which need to be covered, and includes links to further resources which you as the trainer can use to supplement the supplied templates.

How did we determine the content?

This resource is the output from a research project entitled *Teacher effectiveness training: Inducting industry trainers for success* conducted with the support of Ako Aotearoa's Northern Regional Hub. Five original partner organisations which delivered vocational training had identified a common need for improved induction processes and resources. Anecdotal feedback, followed by a survey of newly recruited teachers, and informed by a review of the literature published in this field, suggested the four areas outlined above. The full report from this project is available from [insert web address when published].

How can the Induction Pack for trainers be used?

The majority of participants in the *Teacher effectiveness training* study had between one and two weeks' induction training prior to classroom delivery, and we have therefore designed the resource to suit this timeframe. However we recognise a spectrum of institutional practices, where time constraints may suggest condensed or extended applications. Satellite campuses or offsite delivery may require electronic dissemination and email or e-conference discussion.

We suggest that the resource be used as a complement to *Signposts* and *Goalposts*: two resources aimed to introduce new teachers to the practice, and the theory, of adult learning, and both freely available from the Ako Aotearoa website. Links to relevant pages are provided in the Introduction to each section.

The Creative Commons licence allows users to insert these pages or other items, or to make adaptions to suit their context, and produce a customised induction product as desired.

Orientation: Week one, sessions 1-3

Introduction

First time teachers have a lot to take on when settling into a new role and unfamiliar environment. The first task of a trainer is to establish a supportive and welcoming atmosphere, to create a positive experience from the very beginning. This should begin prior to the first day of employment, with written communication outlining where and when the new recruit should present themselves and who will be meeting them. You may choose to enclose an induction pack to allow the new staff member to read through some of the procedures in advance, or have this prepared for a first session to review together. Your induction pack can include any or all of the templates in this resource which can be easily customised for use in your own organisation: suggested areas for adaptation are highlighted [bracketed green font].

What needs to be covered

- A two week **Welcome plan (Template one)** which includes both organisational and role induction activities.

  o Organisational activities should include, but are not limited to: Meeting the teaching/administration team; An overview of organisational policies and procedures the role will encounter; A campus tour; and the new teacher's workspace and equipment

  o Role induction activities should include: Programme framework and content; Existing programme resources; Staff contacts teaching in similar areas or with subject expertise.

  o These activities can be supported by the use of **Template two: Your support network**; **Template three: Key contacts directory**; **Template four: Programme information**; and **Template five: Resource directory.**

- The appointment and introduction to one or more appropriate support people, such as HR/buddy/mentor/manager/programme leader etc.

- A copy of institutional governing documents, such as values, mission, philosophy, vision and/or strategic plan.

- An introduction session about key competencies for effective teachers and resources for further reading. This would be a good time to discuss the *Signposts* and *Goalposts* resources, drawing attention to the Introduction and Glossary pages in each, encouraging the new recruit to start reading in preparation for following sessions. Using **Template six: From novice to expert** and **Template seven: New teacher self-evaluation sheet**, trainers can discuss both existing skills and areas where further training/support would be helpful, building the basis for a longer term professional development / learning plan **(Template sixteen).**

Template one: Welcome plan

New staff member name	
Role	
Start date	**Location**
Department/Team	
Manager	
Buddy/Mentor	[Select applicable support title/s]

Week one

Day & date [e.g. organisational induction activities]

Time	Activity	Staff Contact	Location
	[meet the team]		
	[policies and procedures]		
	[campus tour]		
	[workplace and equipment]		

Day & date [e.g. role induction activities]

	[programme content]		
	[programme resources]		
	[subject expert]		

Day & date

[Depending on the length of induction, the template sections can be repeated as needed.

It is a good idea to include standard activities that would usually involve teachers; this could be activities such as team meetings, student intakes, student free days etc.

Attaching a floor plan or map to the welcome plan can be very helpful for new teachers finding their way within large organisations]

Template two: Your support network

A sense of belonging is an essential part of acclimatising to a new role. Our induction activities are designed to enhance collegial relationships between you and your peers; a key aspect of this is the assignment of a [select applicable support person – i.e. buddy/ mentor/ manager] who will help you settle in and provide on-going support over the next [enter length of time as appropriate].

The support structure at our organisation provides the following: [select/modify as required]

- Assigning an orientation buddy to support you in your new environment
- Assigning a subject expert and/or a network of peers currently or recently delivering similar content

- Providing you with a mentor to guide you in best practice teaching
- Arranging for peer observation
- Team teaching with a peer
- Connecting you to other new teachers

Organisational Chart [Modify the chart below or insert your own]
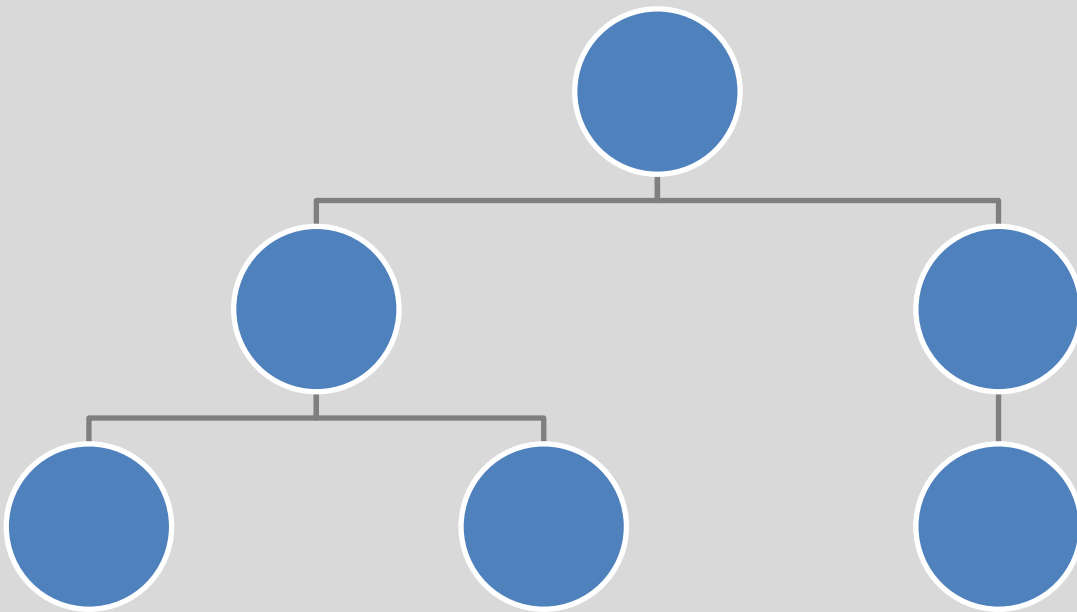
[Organisational charts and diagrams are a great visual tool to support **Template three: Key contacts directory**. The new teacher will have a snapshot of reporting lines and departments as well as the relationship between their role and those of the key contacts.]

Welcome, we hope that you enjoy working with our team. If you have questions or queries the key contacts directory is here to put you in touch with the best person to support and assist.

Your [select applicable support person – i.e. buddy/mentor/manager] will be able to help you with any aspects not included in the list below.

Questions or queries?	Key Contact Person	Contact Details
[What support or information will this key contact provide? Modify as needed]	[Name of best person to support. Make sure the support person knows they have this responsibility]	[Insert email or phone number and location]
IT problems		
Programme content queries		
Professional development		
Marking assessments		
Issues with assessment design		
Locating resources		
Pastoral care		
Student discipline (classroom management)		
Attendance		
Health and safety		
Building maintenance		
Payroll		

[It can be helpful and timesaving to include hyperlinks for emails addresses, support resources etc]

Template four: Programme information

'Who', 'what', 'when' questions about your programme? Here is a summary of what it's all about.

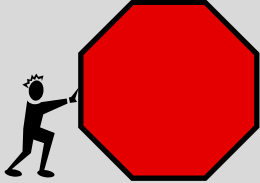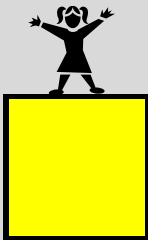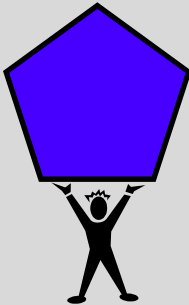|	
Name of programme	
Key content	[This kind of information will be available from quality assurance documents such as programme approval records and qualification specifications]
Timetable	[Include a hyperlink to the electronic location or attach to this document]
Person/s responsible for programme content and quality	Name: Title: Contact:
Student profile	[Including demographic information, specific student needs etc will help new teachers plan and prepare]
Student entry criteria for this programme	[Pre-requisites as per programme approval documents i.e. minimum age, entry assessment, qualifications, IELTs etc]
Graduate outcome statement	[What will the student know or be able to do as a result of successful completion of this programme?]
Classroom policies	[The location of key policies relating to classroom management e.g. attendance, plagiarism, non-achievement; and student behaviour could be included here]
Assessment policies	[The location of key policies relating to assessment e.g. using approved assessment tools, re-submission, deadlines, marking administration and consistency guidelines could be included here]
Student feedback systems	[Type and frequency of feedback system used for collecting student feedback]

Template five: Resource directory

We have a number of resources developed for delivery and assessment within each programme. To make sure you have the right ones, use this document as your 'go to' directory when locating resources.

Where to find your main delivery resources	[Information relating to type and location of resources e.g. Delivery schedules, lesson plans, workbooks, recommended texts, readings, hand outs, websites, software]
Where to find your assessment tools	[Information relating to the type and location of approved assessment tools e.g. evidence booklets, marking guides, observation checklists, exams, electronic formats]
Additional resources available	[Information relating to the type and location of relevant equipment etc]

[Where resources are stored electronically, screen shots and hyperlinks are great timesavers when locating teaching resources]

Template six: From novice to expert

The images below illustrate differing levels of teacher skill and experience. Complete this with your [applicable support person – i.e. buddy/ mentor/ trainer / manager] as an overview of teacher development and institutional supports available before filling in the **new teacher self-evaluation sheet (Template seven).**

Beginner: *I'm just starting out and don't really have any prior experience in teaching*

Where did I work before and what am I bringing with me that will make me a good teacher?

What are my main concerns as a new teacher?

Where are the gaps in my knowledge and/or experience?

How will I close the gaps?

What can I improve on?

Developing: *I have a little knowledge and/or experience around teaching*

Competent: *I feel confident and capable to teach*

What do I do well now?

What can I take to the next level?

Could I develop new resources for this class?

What do I want to learn?

What does an ideal classroom look like?

How do I define success?
o   in my teaching
o   for my students

Advanced: *I am highly experienced or skilled as a teacher*

Template seven: New teacher self-evaluation sheet

This self-evaluation sheet will help you and your [manager/mentor – select as appropriate] prioritize professional development activities as part of your professional development.

Planning and preparation (how I organise programme content for student learning)	Beginner	Developing	Competent	Advanced
Knowledge of the subjects/content I am teaching	O	O	O	O
Structuring content into a lesson	O	O	O	O
Understanding different learning styles and needs	O	O	O	O
Using different methods to communicate ideas	O	O	O	O
Setting learning goals (to reach learning outcomes)	O	O	O	O
Finding instructional resources/materials	O	O	O	O
Classroom environment (non-instructional interactions in the classroom)	Beginner	Developing	Competent	Advanced
Motivating students	O	O	O	O
Creating respect between students and myself	O	O	O	O
Promoting a culture of learning	O	O	O	O
Dealing with individual differences among students	O	O	O	O
Managing student behaviour and discipline	O	O	O	O
Arranging and organising the physical space	O	O	O	O
Instruction (engaging students in learning activities)	Beginner	Developing	Competent	Advanced
Communicating clearly and accurately	O	O	O	O
Using questioning and discussion techniques	O	O	O	O
Facilitating group discussions	O	O	O	O
Engaging students in learning	O	O	O	O
Demonstrating flexibility and responsiveness	O	O	O	O
Measuring achievement of knowledge and/or skills	O	O	O	O
Providing feedback to students	O	O	O	O

Professional responsibilities *(responsibilities outside the classroom)*	Beginner	Developing	Competent	Advanced
Reflecting on my teaching	O	O	O	O
Maintaining links with industry	O	O	O	O
Meeting assessment compliance requirements	O	O	O	O
Maintaining accurate records/completing admin tasks	O	O	O	O
Evaluating student progress	O	O	O	O

Professional development planning & support				
My support needs	✓ **Prioritise by selecting each rating once only** *(1 = less support needed; 4 = more support needed)*			
	1	**2**	**3**	**4**
Planning and preparation				
Classroom environment				
Instruction				
Professional responsibilities				

Use this space to include any additional support needs or relevant information to help your [manager/mentor – select as appropriate] plan professional development activities (e.g. other studies you may be enrolled in, preferred learning styles etc)

Next Step?

Provide a copy of this document to your [manager/mentor – select as appropriate]. *At your next professional development planning meeting, your* [manager/mentor – select as appropriate] *will use the self-evaluation to help you to create your own professional development plan.*

Planning & preparation: Week one, sessions 4-5

Introduction

Effective teachers are those who understand the learning cycle, and make sure that it is an integral part of their own practice, as well as the way they design programme delivery and learning activities for their students. Learning generally follows four steps:

1.	We learn something; either by being shown, told or through an experience.
2.	We practice or apply our learning by doing something.
3.	We think about, talk about or generally review what we have done or learnt.
4.	We ask or plan what we need to do or learn next.

In these sessions you need to assist the new teacher to think about the structure of their programme, and to plan the best way to introduce content, incorporating opportunities for reflection, review and revision. You could use **Template eight: Teaching overview** as a starting point for this session. Reading: *Signposts #1 Planning to teach; #7 Reflection.*

What needs to be covered

- Elements to consider when planning lessons. Some of these may not be relevant within your organisation, but you may wish to discuss concepts such as student-centred learning, culture and diversity, learning styles, language, literacy and numeracy needs. Suggested reading: *Signposts #3 Engaging your students in their learning; # 8 Knowing about and responding to difference; 10 Embedding literacy and numeracy* and *Goalposts #2 The importance of culture; #7 Learning styles and ways of thinking.*

- Creating a lesson plan. Early career teachers may be tempted to just make a quick list of what they are going to do, but there are more reasons to create lesson plans than just as a memory prompt. For example, as a guide if another teacher needs to cover the class, as a formal record of the planned/taught content, or as a good tool for professional conversations with line managers. Institutions may have their own template, or you may wish to create one, or suggest the new teacher creates their own, based on **Template nine: Key elements of a structured lesson plan**.

Template eight: Teaching overview

The table below looks at several aspects of planning and preparing for a lesson. Completing this with your [applicable support person – i.e. buddy/ mentor/ trainer / manager] will give you a better idea of what is involved in planning and structuring a lesson.

My class	Purpose		Methods	
Who am I teaching?	**What do I need to teach?**	**Why must students know this?**	**How do I teach this?**	**How will I assess learning?**
Different learning styles *Barriers* *Demographic*	*What are the programme needs?* *What are the learning outcomes?* *How do I set goals?*	*How will this be used in the future?* *What is the big picture?* *Consider links to use in other content life skills, work readiness etc.*	*Are there instructional resources already available?* *How do I structure this into a plan? What communication methods, equipment, and resources will I use?*	*Which assessment tools are the right ones?* *Am I clear with marking and administration guidelines?* *Collecting evidence - what does it look like?*

Template nine: Key elements of a structured lesson plan

[While the lesson template below may be modified as needed, most providers will have an existing lesson plan template. To avoid confusion it is a good idea to insert the provider's own lesson plan template]

Teacher		Course		Subject/Unit	
Objective Outcome	*Take the time to write an objective or outcome for the lesson. This is a great way to focus on what you need to achieve. Using action verbs such as 'evaluate, explain, create' etc rather than subjective verbs such as 'know, understand' helps measuring achievement of learning objectives.*				
Resources	*Write down all of the resources you require for the lesson or assessment. Be specific; note page numbers, or file paths. This is a great help if someone else needs to cover your class or when you teach the lesson again*				

Time Allocated	Lesson Plan	Embedded LLN
	Lesson Introduction *Taking time to formally 'start' is a great way of focusing learner attention on the lesson rather than outside distractions.* *Use this section of the plan to document:* • *A brief lesson overview* • *To recap any previous learning relevant to the lesson* • *To provide a lesson outline or agenda* • *To introduce any key concepts that will be required for the lesson*	LLN = Language Literacy and Numeracy – ➲*Signposts #10* *You can note specific vocabulary, language, numeracy needs that will be essential to the session and introduce it here. Alternatively you could do a simple exercise that determines the groups' level of LLN in preparation for the content of your lesson*

	Lesson Details *You can use this section to document the body of your session. Include details or brief instructions for the learning activities that will take place.* *Hints:* • *Consider hyperlinking the resources you will be using such as PowerPoint, or include page numbers for easy reference* • *Add timing to keep you on track* • *Remember to build 'breaks' into your session. A formal break or even a change of activity can help refocus learners and keep them motivated* • *Try something different. Everyone has a preference for how they learn, so mix it up. Small group activities, individual research, a formal presentation, class debate all appeal to different learning styles and keep everyone interested.* • *Check that your session gives the learners the opportunity to learn, apply, reflect and plan (see the Learning Cycle information attached). This may be through a series of short activities or across the entire lesson*	*Look for LLN opportunities to complete activities that link skills, tools, knowledge to content.* *Tip: The learning progression books are a great resource full of teaching strategies and activities for embedding LLN*
	Lesson Review *You can use this section to note how you want to formally end the lesson rather than just having everyone leave. Remember the adult learning principles say that we generally pay attention to what was covered first and last. It's also a great point to let people know what is coming next, which appeals to and motivates some learners.*	
Non-class hours	**Planning and Study** *Take the time to focus learners on activities they can do outside of class. Keep this relevant and interesting (Although fixing up errors or catching up on work for some individuals is also important – be specific in this section about anyone with additional work to complete).*	

Lesson Reflection

You can use this section to document your thoughts about the session.

Capture all those What worked? What didn't? Thoughts so that next time your lesson is better.

Reflective Practice is used across a broad range of industries to formalise the learning that comes through reflection. A great idea for professional development is to look for trends in your reflection and then to plan how you can improve or enhance your lesson.

- *What worked? What didn't?*
- *Did I allow enough time for the activities?*
- *Where the students engaged? Why? Why not?*
- *Where there any concepts that students needed more/less support with?*
- *How well did the embedded LLN activities support learners? Did the lesson identify any learners requiring specific LLN attention?*

For more information and tips on completing reflection see Signposts #7 Reflection

Instruction: Week two, sessions 6-8

Introduction

These sessions with new teaching staff address the central and most visible role of educational practice: where teaching methodology and classroom needs meet. Effective teachers are those who understand the key principles behind current adult learning theory: what motivates and engages students, what makes learning meaningful and memorable, and how relationships and environment support this. New vocational educators need to appreciate that with experience, reflection, feedback and professional learning, they will come to develop their own teaching persona and philosophy. Meanwhile, they should gather tools and techniques from a range of sources as they work out what works best for them, their students and their subject areas. One place to start is with the practical examples and suggestions in the *Goalposts Appendix*.

What needs to be covered

- Communicating with students, and the importance of respectful relationships. Elements to consider here would include setting expectations, use of language, and goal setting. Suggested reading: *Signposts #2 How to get going with your class; #4 Classroom management;* and *Goalposts #1 Prior knowledge and experience; #3 Respectful partnerships and relationships; #5 Goals and motivation.*

- The concepts of student-centred and active learning: a useful video clip you could share with new teachers explains this well: *Adult learning in under 3 minutes (https://www.youtube.com/watch?v=8lvkJhXnEZk).* You might also cover the use of questioning and discussion techniques, activities and group work as ways to promote student participation. Suggested reading: *Signposts #5 Delivering the goods* and *Goalposts #4 Autonomous and independent, #6 Relevant and practical.* A good way for new teachers to see a range of teaching ideas and styles in action is to observe others. **Template ten: Peer observation form** is designed to guide observation of key delivery elements and can provide a useful tool for trainer and recruit to discuss afterwards. A follow up exercise using a tool such as the hybrid teaching model (University of Ulster, 2012) would allow the new teacher to re-imagine the session they have observed with a different set of prompts.

- The uses and types of feedback and assessment. This discussion will be institution and programme specific, but new teachers also need to know that assessments can and should be continually revisited and revised, and need to be aligned not just to the curriculum, but also to delivery, student needs and preferences, and to end use. Suggested reading: *Signposts #6 The language of assessment.*

- Classroom environment. A positive learning environment which allows students to feel comfortable, safe and engaged is about far more than the arrangement of furniture and providing adequate heating, light and ventilation. Classroom environment touches on class culture, including rules, rights, respect and responsibilities. The environment can affect students learning positively or negatively: **Template eleven: Classroom environment** encourages new teachers to consider the various elements and how they can impact these. Suggested reading: *Goalposts #9 Environment for learning.*

Template ten: Peer observation form

This detailed peer observation form (or similar) can be used as part of reflective professional development activities by new teachers observing more experienced teachers who are conducting lessons in a classroom or training environment.

You can use the tick boxes in this form to help you identify effective teaching practices and behaviour observed throughout the lesson. The notes section can be used to record ideas and activities you would like to use or adapt for your own class, or to write down questions/prompts for follow-up conversations with the teacher.

Teacher		Peer Observer	
Programme		Unit/subject	
Date		Time	

Was a lesson plan available for you to review? Yes (attach) / No

Lesson overview *(if no lesson plan available)*

Effective teacher practices: Planning and preparation

	Notes
☐ Started class on time ☐ Gained students' attention quickly ☐ Introduction clearly identified the learning goals and how they would get there ☐ Reviewed and linked any relevant knowledge/skills gained prior to this lesson ☐ Sequenced content clearly and logically for impact and understanding ☐ Planned and implemented opportunities for embedded skills development (soft, LLN, technological, academic etc.) ☐ Tailored content appropriately to learner needs ☐ Used a variety of aids that appealed to different learning styles ☐ Linked content to future class and vocational use ☐ Summarised/reviewed the main points	

Effective teacher practices: Classroom environment

	Notes
☐ Maintained student behaviour and discipline in a manner respecting all parties ☐ Dealt with individual differences among students without bias ☐ Created a comfortable environment for students to participate and ask questions ☐ Acknowledged the needs and expectations of students ☐ Showed cultural awareness and sensitivity ☐ Used appropriate and effective nonverbal behaviour to encourage and support learning ☐ Promoted a culture learning of learning ☐ Showed enthusiasm for the topic ☐ Arranged and organised the physical space to enhance learning	

Effective teacher practices: Instruction	
☐ Targeted questions to gauge understanding without pressuring the student ☐ Used open questions to promote discussion ☐ Dealt effectively and appropriately with questions ☐ Provided clear explanations/clarification for new ideas and/or in response to questions ☐ Used student relevant examples to illustrate points ☐ Provided feedback to students on their effort and gave appropriate praise to encourage continued engagement ☐ Used effective verbal communication (pace, clarity, language, volume, tone) ☐ Pitched information at the right level for learners ☐ Used a variety of learning activities (small group, discussion, research, self-directed, group presentations, etc.) ☐ Used practical hands-on methods ☐ Engaged with learners during activities (joined group discussions, one on one conversation to support, etc.)	Notes

Learning summary
What did you gain from this observation?

Use this space to include key learnings and 'light bulb' moments

You might like to consider…

- *What the teacher did well*
- *How the teacher established rapport with student/class*
- *Ideas for warmers and ice breakers*
- *Learning activities you can use/adapt for your own class*
- *Useful resources and tools*
- *Effective use of space*
- *Areas where you need to spend more time preparing*
- *Areas where you need more support*
- *Anything you would do differently (and your reasons)*

Template eleven: Classroom environment

The table below is designed to guide discussion around the classroom environment between new teachers and [select applicable support person – i.e. buddy/ mentor/ manager].

New teachers may not have fully considered their classroom space, how it can be used and adapted. Other points may prompt more in-depth discussion around establishing rapport with their students and managing student behaviour, which may in turn lead to further discussion on using organisational policies, rules and regulations.

Creating an environment of respect and rapport		Managing student behaviour
	Establishing a culture for learning	
Managing classroom procedures		Organising physical space

Danielson (2013)

Professional responsibilities: Week two, sessions 9-10

Introduction

Teaching is complex: it is cognitively and emotionally demanding, with a range of decisions required every session, from instructional design to adapting plans to respond to learner needs. Vocational teachers are also under considerable external pressure, to prepare their students for success with their qualifications and subsequent employability. Effective teaching delivery means that educators are able to handle these demands. It means that they are familiar with their institutional setting, that they know how to plan and prepare, and how to manage instruction and create a positive learning environment. But there are also many important aspects of teaching which happen "behind the scenes" as associated professional responsibilities. You could use **Template twelve: Professional responsibilities** as a prompt to consider some of the areas the new teacher will need to become familiar with as they move into their new role.

Suggested reading: *Signposts #9 Being professional*; and *Goalposts #8 Critical reflection; #10 Change and transformative learning.*

What needs to be covered

- Record keeping and programme management. You will need to make the new teacher aware of the administrative requirements of their role and the institute's student management system. For personal classroom and programme management, a weekly planner such as **Template thirteen: Administrative requirements** may be useful.

- A professional development or learning plan could also be discussed. This might include an ongoing mentor/coaching relationship with an assigned, experienced colleague, the use of reflective journaling, participation in workshops, seminars and conferences and formal performance appraisal and feedback sessions. Reflective documents such as **Template fourteen: Pre-observation discussion sheet** and **Template fifteen: New teacher lesson observation checklist** may lead into this final element **Template sixteen: Professional development plan**. The assigned support person may find the indicators and rubrics within [The Framework for Teaching](#) (Danielson, 2013) a valuable support when used in conjunction with observation tools to determine new teacher abilities and their support needs.

The building blocks below cover several non-classroom professional responsibilities forming part of a teacher's role. [Applicable support person – i.e. buddy/ mentor/ trainer / manager] may raise new teacher awareness on their responsibilities outside of the classroom by using each block to prompt discussion around processes, success indicators and the tools available for supporting these activities.

Reflecting on teaching by...

Showing professionalism by....

Maintaining accurate records through...

My professional responsibilties

- *expectations*
- *success indicators*
- *tools*
- *documents*

Growing and developing professionally through....

Communicating with stakeholders by...

Partcipating in the professional community
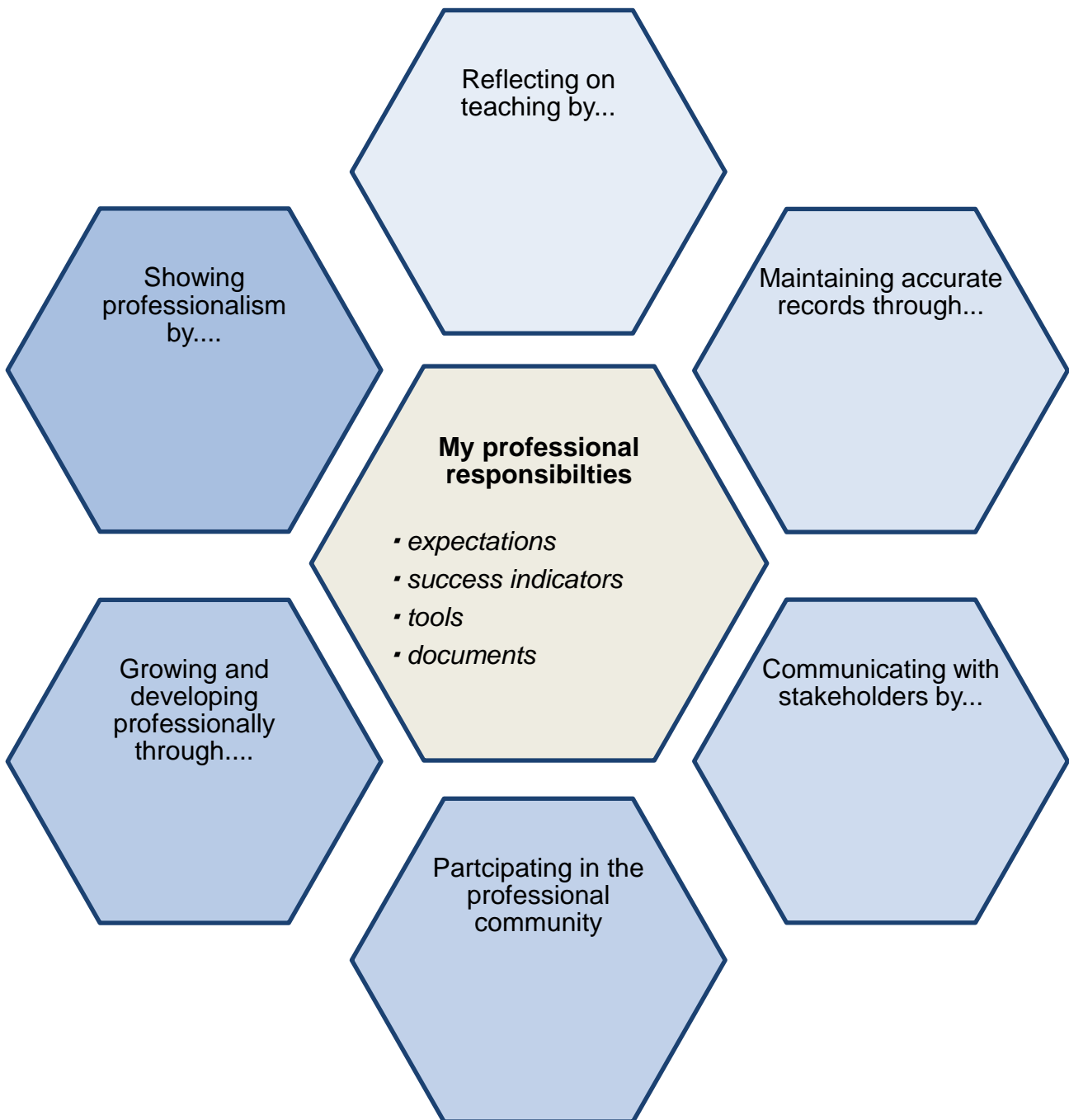
Danielson (2013)

Template thirteen: Administrative requirements

Administration schedule

[To help new teachers plan and manage their time, try to include key days and deadlines e.g. induction, assessment submission, staff meetings, professional workshops, student free days, student feedback, student /teacher reports etc. Add or remove weeks as needed]

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 4					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					

Template fourteen: Pre-observation discussion sheet

A planned discussion held prior to the scheduled lesson observation between the [select applicable support person i.e. mentor/ manager] and the new teacher can promote a more collaborative approach to professional development planning. A pre-observation discussion may provide a framework for feedback, giving the new teacher an opportunity to explain their lesson preparation and voice any concerns about the observation or challenges faced in the classroom.

New Teacher		Observer	
Date		Observation #	

Learning objectives for the scheduled lesson

[information may be retrieved from **Template eight: Teaching overview or a structured lesson plan**]

What will my students be able to do/know/apply after this lesson?

Summary of teaching methods/learning activities for the scheduled lesson

What can I do to assist my students to gain the required knowledge, skills and abilities?

Observer focus areas

 [The pre-observation process can incorporate reflective documents such as **Template seven: New teacher self-evaluation sheet** or learning summary from **Template ten: Peer observation form**]

What are my concerns or challenges?

What do I want my observer to focus on i.e. skills/methods/information/actions etc?

Template fifteen: New teacher lesson observation checklist

This new teacher lesson observation checklist can be used by [select applicable support person i.e. mentor/ manager] to provide detailed feedback to teachers during professional development planning.

Completing all sections and including specific comments on observed behaviour and activities will assist with constructive feedback and professional planning.

1 Beginner	**2 Developing**	**3 Competent**	**4 Advanced**

1. Additional support required   **4. Above expectations**

New Teacher		Observer	
Date		**Observation #**	
Programme		**Unit/subject**	

Was a lesson plan available for you to review? Yes (attach) / No

Lesson overview *(if no lesson plan available)*

Lesson Structure

Introduction

Explained the purpose of the session					Comments
1	*2*	*3*	*4*	*NA*	
Set the learning goals (to reach learning outcomes)					
1	*2*	*3*	*4*	*NA*	
Sequence of training/learning activities was introduced/ explained					
1	*2*	*3*	*4*	*NA*	
Assessment process was clearly explained					
1	*2*	*3*	*4*	*NA*	
Gained attention of the students					
1	*2*	*3*	*4*	*NA*	

Body					Comments
Content was clear, logically sequenced and was structured for impact and understanding					
1	*2*	*3*	*4*	*NA*	
Information was credible and appropriately supported					
1	*2*	*3*	*4*	*NA*	

Session was appropriately timed				
1	2	3	4	NA

Review/conclusion

Revised the key points				
1	2	3	4	NA

Linked content to future class and vocational use				
1	2	3	4	NA

Planning and Preparation

Reviewed and linked any relevant knowledge/skills gained prior to this lesson					Comments
1	2	3	4	NA	

Planned and implemented opportunities for embedded skills development (academic, LLN, soft, technological etc.)				
1	2	3	4	NA

Tailored content appropriately to learner needs				
1	2	3	4	NA

Information was appropriately researched/prepared				
1	2	3	4	NA

Planning was evident in the fluency of the session				
1	2	3	4	NA

Planned a variety of aids that would appeal to different learning styles				
1	2	3	4	NA

Resources were accessible to students				
1	2	3	4	NA

Classroom Environment

Maintained student behaviour and discipline in a manner respecting all parties					Comments
1	2	3	4	NA	

Dealt with individual differences among students without bias				
1	2	3	4	NA

Created a comfortable environment for students to participate and ask questions				
1	2	3	4	NA

Acknowledged the needs and expectations of students				
1	2	3	4	NA

Showed cultural awareness and sensitivity				
1	2	3	4	NA

Used appropriate and effective non-verbal behaviour to encourage and support learning				
1	2	3	4	NA

Promoted a culture learning of learning					Comments
1	*2*	*3*	*4*	*NA*	
Showed enthusiasm for the topic					
1	*2*	*3*	*4*	*NA*	
Arranged and organised the physical space to enhance learning					
1	*2*	*3*	*4*	*NA*	

Instruction

Targeted questions to gauge understanding without pressuring the student/s					Comments
1	*2*	*3*	*4*	*NA*	
Used open questions to promote discussion					
1	*2*	*3*	*4*	*NA*	
Dealt effectively and appropriately with questions					
1	*2*	*3*	*4*	*NA*	
Provided clear explanations/clarification for new ideas and/or in response to questions					
1	*2*	*3*	*4*	*NA*	
Used student relevant examples to illustrate points					
1	*2*	*3*	*4*	*NA*	
Provided feedback to students on their effort and gave appropriate praise to encourage continued engagement					
1	*2*	*3*	*4*	*NA*	
Used effective verbal communication					
1	*2*	*3*	*4*	*NA*	
Pitched information at the right level for learners					
1	*2*	*3*	*4*	*NA*	
Used a variety of learning activities					
1	*2*	*3*	*4*	*NA*	
Used practical hands-on methods					
1	*2*	*3*	*4*	*NA*	
Engaged with learners during activities					
1	*2*	*3*	*4*	*NA*	

Summary notes for professional development discussion with new teacher

What is working well?

What is not working as well?

Template sixteen: Professional development plan

The professional development plan is designed to be prepared, monitored, reviewed and adapted as skills develop over a period of time. While the document is driven by the new teacher, initial planning will see the new teachers and their [select applicable support person i.e. mentor/ manager] identify goals and agree on a development pathway based on collaborative reflective documents such as [**Template seven: New teacher self-evaluation sheet** or learning summary from **Template ten: Peer observation form**, **Template fourteen: Pre-observation discussion sheet**, **Template fifteen: new teacher lesson observation checklist**].

Professional development plan	
New teacher	**Support person**
Refer to your [pre-observation discussion sheet/lesson plan] for the scheduled lesson and the learning objectives and teaching methods/learning activities for the lesson observed by your [select applicable support person i.e. mentor/ manager	*Refer to the [pre-observation discussion sheet/lesson plan and lesson observation checklists]*
Include two things you were pleased with: Why?	What is working well? Where to from here?
Include any areas you would like to spend more time on: Why?	What is not working as well? Where to from here?

Goal setting

Based on your notes and discussion identify SMART (specific, achievable, results driven/relevant/time bound) professional development goals that consider your workload and the type of support and coaching available to you. List your goals in order of priority.

Goal 1:

This is important to me because (result/benefit/impact):

Objective/Action:	Date:
Objective/Action:	Date:
Objective/Action:	Date:

Notes: *(next meeting/review period/follow-up/modifications etc)*

Goal 2:

This is important to me because (result/benefit/impact):

Objective/Action:	Date:
Objective/Action:	Date:
Objective/Action:	Date:

Notes: *(next meeting/review period/follow-up/modifications etc)*

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