

St Johns College's Early Career 2016 Professional Development Plan



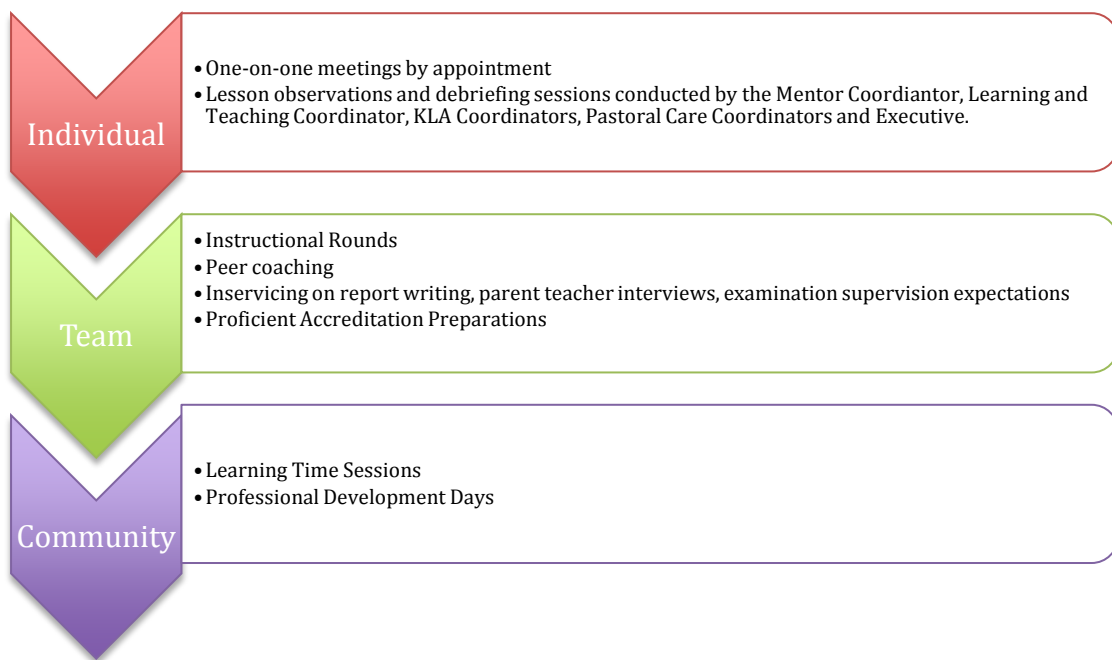
Vision:

St Johns College's Early Career Professional Learning Plan is designed to build resilience and proficiency through relationships. Teachers within our Catholic community will be provided with opportunities to realise their potential for the betterment of our students and society.

3 Tiered Professional Development Process:



“Teachers need their professional lives to be individually motivated, relationally connected and organisationally supported” - Lieberman (in Day & Gu, 2010, p. xiv).



‘Opportunities multiply as they are seized’ – Sun Tzu

Individual Learning Opportunities:

Early Career Teachers have the opportunity to organise a one-on-one meeting with anyone from your support staff, including:

Mentor Coordinator - KLS	Learning and Teaching Coordinator - NKe	KLA Coordinators	Pastoral Care Coordinators	School Counselors
Induction Questions	Pedagogy	Curriculum	Behaviour Management	Stress Management
Whole School Policies				

Email or personally arrange a time in advance to meet.

If urgent, please see any of the above in person.

PROFICIENT

Teaching Observations

Observations should provide reliable indicators of an Early Career Teacher's capacity to teach effectively. The Mentor/Supervisor should carefully manage observations ensuring the Early Career Teacher is aware of the requirements and timing of the observation. Supervising teachers should ensure that the Early Career Teacher's authority with their class is not compromised by the presence of another teacher. The following suggestions are designed to support the effective use of negotiated classroom observations:

- ❖ observation of teaching should be done in a variety of contexts over a period of time
- ❖ the actual number of observations will depend on how many are needed in order to make a consistent accreditation decision
- ❖ Early Career Teachers and supervising teachers should agree on a schedule for observation.

Early Career Teachers should have knowledge of the following prior to any teaching observation:

- ❖ the focus of the observation. The choice of focus for the observations must be informed by the relevant teaching standards
- ❖ the types of evidence that will be used to make judgments such as evidence of effective planning, use of appropriate teaching strategies, application of content knowledge

Follow-up to teaching observations

After each observation, the Early Career Teacher and the Mentor/Supervisor should have a follow-up discussion to analyse the teaching that was observed. The following protocol is suggested for these meetings:

- ❖ arrangements for each follow-up discussion should be made in advance, bearing in mind the demands of the workplace, and should occur as close as possible to the observation
- ❖ during the meeting the Early Career Teacher should be engaged and supported in reflecting on his/her progress, with formative feedback and guidance as to further development
- ❖ on each occasion, a brief written record should be made, stating what the Early Career Teacher's focus for development should be and indicating what action (including support for the Early Career Teacher) should be taken. The Early Career Teacher and the supervising teacher should sign, date and keep a copy of this record.

Lesson Evaluation Sheet



Teacher: _____ **Lesson:** _____

Mentor /Supervising Teacher: _____ **Date:** _____

N: Not developed
D: Developed

P: Partially developed
E: Exceeds expectations for this stage

Comment where applicable

Before the Lesson					
PLANNING THE CONTENT					
Standard 2: Know the content and how to teach it					
	N	P	D	E	COMMENT
Linked content to the curriculum/syllabus					
Used prior knowledge					
Organised content effectively					
PLANNING THE IMPLEMENTATION					
Standard 3: Plan for and implement effective teaching and learning					
	N	P	D	E	COMMENT
Planned achievable learning goals					
Recognised and provided for individual differences					
Chose appropriate resources					

Goals for Planning:

During the Lesson					
TEACHING					
Standard 2: Know the content and how to teach it					
	N	P	D	E	COMMENT
Used a variety of teaching strategies appropriately					
TEACHING					
Standard 3: Plan for and implement effective teaching and learning					
	N	P	D	E	COMMENT
Gave clear, appropriate instructions					
Spoke fluently, modelling acceptable speech					
Modelled acceptable written communication					
Demonstrated effective non-verbal communication					
Encouraged, listened and responded to students					
Motivated students					
Used questioning effectively					
Maintained effective pacing/timing					
Used appropriate closing procedures					
Managed resources well					

MANAGING THE CLASSROOM

Standard 4: Create and maintain supportive and safe learning environments

	N	P	D	E	COMMENT
Followed established classroom procedures					
Established own expectations					
Developed a positive and inclusive learning environment					
Anticipated potential problems					
Addressed issues fairly and respectfully					

Goals for teaching:

General comments:

Teacher Reflection:

Signed *Date* *Candidate*

Signed *Date* *Teacher Observer*

Observation of Teaching Record



Name of Candidate:

Accreditation submission level:

Name of Teacher Observer:

Position/role of Teacher Observer:

Lesson being observed:

Class:

Date:.....

Agreed focus of the lesson observation	
Practice to be observed:	National Standard Descriptors (e.g. 1.5.1)
Describe candidate's actions that you observed during the lesson	

Evaluate the candidate's classroom practice in relation to the Standard Descriptors identified

Discussion/Action/Strategies to work on

- What worked well in this teaching and learning activity to progress student learning?

- What did not work as well as expected?

- What would you do differently given the opportunity to repeat the activity?

- What have you learnt about your own teaching practice or about the students?

- Is there any professional learning you would like to pursue as a result of this reflection?

- What Standard descriptor in the Evidence Guide will assist future direction?

- What strategies do I need to embrace to improve?

Signed *Date* *Candidate*

Signed *Date* *Teacher Observer*

This proforma is modeled on the BOSTES Accreditation Template

Early Career Teacher's Reflection Templates

End of Week 1

Teacher's Name: _____ Date: _____

- ❖ **One thing which affirmed or helped me this week:**

- ❖ **One hurdle I overcome this week:** *(Arrange to ask your Mentor about them at the start of next week).*

- ❖ **Something I would like help with right now:** *(Call your Mentor today).*

- ❖ **I would rate my first week on a scale from 1 to 10 as**

Low			Self Rating				High		
1	2	3	4	5	6	7	8	9	10

- ❖ **I could raise my satisfaction score a point for Week 2 by ...**

- ❖ **My questions**

End of Week 2

Teacher's Name: _____ Date: _____

- ❖ **Try to capture the experiences and feelings of these early weeks of teaching in a simile or metaphor:**
The first weeks of teacher have been like.....

- ❖ **What I feel is going well:**

- ❖ **Things that are causing me concern:** (*Have you talked these through with your Mentor?*).

- ❖ **How satisfied am I with my assessment of the student's work?** (*Are there some aspects you might discuss with your Mentor?*)

- ❖ **Am I including all students in the class/es I teach** (*Discuss strategies for even greater inclusion with your Mentor*).

- ❖ **I would rate the past two weeks on a scale from 1 to 10 as ...**

Low		Self Rating						High	
1	2	3	4	5	6	7	8	9	10

- ❖ **I could raise my satisfaction score by ...**

- ❖ **My questions**

Term 2

Teacher's Name: _____ Date: _____

- ❖ **Since I began teaching in February I have developed**'

- ❖ **I have annotated the following teaching documents:** *eg. A lesson plan, a teaching program, a student work sample, feedback provided to a student?*
(Do you need to talk further to your Supervisor about this?)

- ❖ **My priorities from the Institute's Standards framework in planning for Term 3 will be:** *(Choose one or two only)*

- ❖ **I would rate the past semester on a scale from 1 to 10 as**

Low		Self Rating						High	
1	2	3	4	5	6	7	8	9	10

- ❖ **A clear Professional Development goal for me will be:**

- ❖ **My questions**

Term 3

Teacher's Name: _____ Date: _____

❖ **Two effective teaching/learning or student management strategies I have used in the classroom this term are:**

❖ **I believe this strategy worked well because:** *(Choose one strategy listed above)*

❖ **A strategy I used this term which did not achieve what I aimed for was:**

❖ **I was not successful because**

❖ **On reflection, I would describe my degree of satisfaction with the collaboration and team work experienced with my colleagues as**

❖ **I would rate the first half of the year on a scale from 1 to 10 as**

Low		Self Rating						High	
1	2	3	4	5	6	7	8	9	10

❖ **My questions**

Final weeks of the Year

Teacher's Name: _____ Date: _____

- ❖ **My most powerful learning from this first year of teaching:**

- ❖ **What I would do differently a second time around:**

- ❖ **The most satisfying and enjoyable aspects of this first year have been:**

- ❖ **I was helped most effectively by:**

- ❖ **I was hindered by:**

- ❖ **My professional goals for next year include:**

Team Based Learning Opportunities:

When/where do I meet with my Early Career Learning Team?	Who is in my Early Career Learning Team?

In your Early Career Learning Teams you will participate in:

- Instructional Rounds
- Peer coaching
- In servicing on report writing, parent teacher interviews, examination supervision expectations
- Proficient Accreditation Preparations

Instructional Rounds

“To acquire knowledge one must study, but to acquire wisdom one must observe.”

- Marilyn vos Savant

The College's Early Career Teachers will complete Instructional Rounds in their Learning Teams:

Why?

“Instructional rounds are one of the most valuable tools that a school can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed. Rather, the primary purpose is for observing teachers to collaboratively compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.” *Robert J. Marzano - The Art & Science of Teaching / Making the Most of Instructional Rounds (2007)*

Insights from Instructional Round Participants

“The rounds provide an opportunity to observe and discuss best teaching and learning practices with peers in a constructive way. I have enjoyed the open and constructive discussions about the challenges of being a new teacher and the opportunity to observe various teaching strategies we may find useful to adopt to help us improve as teachers. All in all it has made me appreciate that through perseverance we can all get there!” – Mrs Louise Sommerlad.

“Teachers are usually very isolated both in terms of being the only teacher in the class and in terms of their subject specialty. The Instructional Rounds give me the opportunity to see how a range of subjects are taught and how other teachers build effective relationships with students. It has been great to see the wealth of teaching experience, styles and methods on display across the school and use this to support student learning in varied and interesting ways.” - Dr Mark Sullivan.

SJC Instructional Rounds

Protocols

- ✓ Punctuality
- ✓ Professional comments only. Non-Judgemental Language
- ✓ Discussion about rounds in group – confidentiality
- ✓ Find/focus on positive solutions to improve your teaching practice
- ✓ No interactions with students

6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Learning Focus:

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What do I feel/see?

# 1	# 2	# 3

Why – Cause?

# 1	# 2	# 3

What have I learnt about the Learning Focus?

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How can I improve learning in my lessons from what I have seen/felt?

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Community Based Learning Opportunities:

Learning Time Sessions

Each fortnight this year, all St Johns College teachers are invited to attend a Learning Time Session. Attendance at the sessions is mandatory for Early Career Teachers.

'Learning never exhausts the mind.' - Leonardo Da Vinci

These sessions were introduced to provide a platform for regular registered professional development training; in areas our staff identified were of the greatest interest and/or need. The volunteer-based gatherings have been a wonderful opportunity for collaborative learning. The sessions have given St Johns College the ethos of an educational community committed to ongoing learning and professionalisation. Participating teachers have been informed, challenged and inspired by the expertise of both internal and external presenters.

Session focuses in 2015 included:

- How to make a powerful first impression?
- Strategies to effectively utilise Teacher Aides in the classroom
- Neuroscience and Positive Teaching strategies
- Organisation strategies
- How to teach skills over content in the classroom?
- Marking to standards
- Formative assessment strategies
- Clickview Training
- Boys Education
- Learning Styles Myth Busted
- Google Docs Training
- Stress Management
- Problem Based Learning
- Google+ and Hang outs Training
- Technology platforms for innovative learning
- Assessment Feedforward and Feedback
- Enhance TV Training
- Programming Advice

You will be asked to fill out a 3x question survey at the end of each session to provide feedback on the relevancy and impact for the presenter/s.

Teachers' thoughts on Learning Time Sessions in 2015

“One of the main professional benefits of attending the Learning Time Sessions is being able to take advantage of the opportunity to gain additional knowledge in a variety of specific educational areas. An additional plus is that these sessions are run in a relaxed and welcoming environment. Another added bonus is that the sessions are NSW Teacher Institute recognised professional development hours and are fun to do without even leaving the workplace!! By attending as many of the Learning Time Sessions as possible, we are able to keep up to date with the latest technology and how to maximize its use in the classroom in order to enhance our teaching. It also allows us to interact with our colleagues and gain a useful insight into other ideas and approaches. I think the skills and knowledge gained in the Learning Time Sessions builds confidence and awareness and so even in a passive, rather than obvious way, we are benefiting from this knowledge, which in turn makes us improve as teachers. A more obvious way that the sessions have enhanced my teaching is in the more confident use of technology and having the courage to try new things in the classroom.” – Mrs Susie Hines

“The Learning Time Sessions provide teachers with the opportunity to keep up to date with pedagogical thinking and advances in technology in the classroom. Also, the wide ranging topics, expertise and discussions give insight into everything from behaviour management to exam marking. All of which feeds into improving the learning environment of students.”- Dr Mark Sullivan

“I found the experience of presenting at a Learning Time Session absolutely rewarding! After 26 years on the job and gaining insight and experience in to teaching students, it is nice to be able to pass some of that knowledge on to the wonderful new generation of teachers that we have here at St Johns. It was lovely to see so many young (and not so young) teachers enjoy the presentation and then more importantly go out and put some of those strategies in to their teaching practice.” – Mr Mark Barnes.

Whole School Professional Development Days

There will also be occasions throughout the year in which the whole school will come together for professional development on pupil free days.