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Empowering teachers

Teacher Induction Programme

Module 14: Administrative and technical obligations

https://empowering-teachers.eu/

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Date

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EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES

Administrative and technical obligations

A. What is the main idea/goal/objective of this module?

Implementing the **Administrative and technical obligations** module aims to strengthen NQT's ability for handling administrative requirements and necessary bureaucratic documentation proficiency. One of the most important goals of this module is providing teachers with a concrete basis through which they can expand their professionalism in the area of record keeping not only because of the requirements but to help them track their career.

B. Expected learning outcomes:

- New teacher will be familiarised with all the administrative tasks that await him at school, and will be able to handle administrative and technical tasks independently.
- New teacher will be able to organise school documents and relevant paperwork efficiently.
- New teacher will get to know wider educational environment, and be able to utilize educational digital repositories related to his profession.

C. Activities, presentations and other materials included in the module

ELEMENT	Target audience	Type of resource	Time for resource	Area
14.1 Checklist of regulations and required documentation	Mentor and or NQT	Checklist	60 minutes	Bureaucratic/ administrative
14.2 Guide for a repository set-up	NQT	Guide for self-study	45 minutes	Bureaucratic/ administrative
14.3 Guide for building a teacher portfolio	Mentor and NQT	Guide/Presentation	60 minutes	Bureaucratic/ administrative

14.1 Checklist of regulations and required documentation is a (check)list of various laws and regulations existing in the local reality of the NQT, along with potential documents that a teacher needs to produce, as well as records to keep in his local context, nationally required lists and reminders of potential school policies for the mentor to prepare and present to the NQT. As such the checklist is and aid for the mentor that needs to be further adapted and modified.

14.2 Guide for a repository set-up is a visual/practical tool offered through presentation of infographic, aimed to ease teachers handling of necessary documentation. Guide is concise and technical, providing short list of strategies and activities, as well as other sources that teacher might use for better personal management.

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14.3 Guide for building a teacher portfolio is a reflection about the need to keep personal records concerning the advancement of the teaching career. It is a presentation with some concrete suggestions and pointers on how to start building up a portfolio.

D. Suggestion for the implementation of the module

A NQT together with their mentor starts working on the module by consulting the Checklist of regulations and required documentation (14.1). Chronologically, it is important that this step is done after teacher becomes acquainted with national framework and regulations of teacher profession. Mentor can assist the new teacher by dedicating one hour of face-to-face time, working together in going over the list in question, reminding NQT and showing him how documentation and records are handled in that particular school environment. Jointly, NQT and mentor can consult at this time also the Guide for a repository set-up (14.2), with the mentor presenting it to the NQT. As guide is technical, it would be important that this presentation is done as practically as possible, that is, that the NQT learns about this guide by applying it (under mentor's supervision) to the first batch of documents he has.

A separate discussion should be dedicated to stressing the importance of keeping a personal record of the activities and achievements. The guide for building a teacher portfolio (14.3) can be examined by the NQT independently but is even better contextualised if the mentor dedicates some time again to a discussion on this topic, offering his/her own experience and practice.

This module concludes the Teacher Induction Programme as dealing with documentation is sometimes the last worry on the mind of a NQT, however the mentor should assess what information from this module the NQT might need at an earlier point in the induction period and provide it then.

E. Useful links

Websites on education and policy in Croatia:

Https://skola.hr/33/pravilnik-o-djelokrugu-rada-tajnika-te-administrativno-tehnickim-i-pomocnim-poslovima-koji-se-obavljaju-u-srednjoskolskoj-ustanovi-prvi-dio-uniqueidrcviwtptzhk4tp9u3gql7xl4rgt9fyv39mbktrapmma/?Uri_view_type=5

Www.ampeu.hr

Https://mzo.gov.hr/istaknute-teme/natjecaji-196/196

Https://udruge.gov.hr/natjecaji-novo/4734

Websites on digital organisation:

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Https://www.kindergartenworks.com/teacher-tools/organizing-digital-teacher-files/

Https://manikapant18.medium.com/6-awesome-ways-teachers-can-digitally-organize-their-files-f7b4ac1d66be

Https://learningattheprimarypond.com/blog/teacher-organization-tips-for-digital-organization/

Https://weje.io/blog/how-to-organize-digital-files-for-teachers

Https://thesimplyorganizedteacher.com/organize-classroom-computer/

Https://edtech-class.com/2021/05/05/teacher-spring-cleaning-how-to-organize-your-google-drive/

Https://digitaleducation.tdm2000.org/topic/topic-5-how-to-organize-a-repository-of-educational-digital-resources/

Https://truthforteachers.com/4-free-tools-for-teachers-to-manage-digital-clutter/

Https://shakeuplearning.com/blog/13-tips-to-organize-your-google-drive/

Https://gatlabs.com/blogpost/5-steps-to-organise-your-google-drive/

Https://edu.gcfglobal.org/en/googledriveanddocs/managing-your-files/1/

Https://www.reddit.com/r/lifeprotips/comments/r31xd/lpt_request_organizing_your_computer/

Https://lifehacker.com/the-noguchi-filing-system-keeps-paper-documents-organiz-1593529432/amp

Https://www.howtogeek.com/howto/15677/zen-and-the-art-of-file-and-folder-organization/

14.1 CHECKLIST OF REPORTS AND ALL OTHER DOCUMENTS

This is a (check)list of various potential documents that a teacher needs, as well as records to be kept in a local context, as well as nationally required lists and reminders of potential school policies. *[highly contextual depending on country - adapt in translation]*

- **Education, science and technology strategy** (Cro. *Strategija obrazovanja, znanosti i tehnologije*)
  Https://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html
- **Law on education in primary and secondary schools** (Cro. *Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*)
  Https://www.zakon.hr/z/317/Zakon-o-odgoju-i-obrazovanju-u-osnovnoj-i-srednjoj-%C5%a1koli
- **Law on the Education Agency** (Cro. *Zakon o Agenciji za odgoj i obrazovanje*)
  Https://narodne-novine.nn.hr/clanci/sluzbeni/2006_07_85_2020.html

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- **Rulebook on pedagogical documentation and records and public documents in school institutions** (Cro. *Pravilnik o pedagoškoj dokumentaciji i evidenciji te javnim ispravama u školskim ustanovama*)
  Https://narodne-novine.nn.hr/clanci/sluzbeni/2017_05_47_1108.html
- **Amendments to the Rulebook on Pedagogical Documentation and Records and Public Documents in School Institutions** (Cro. *Pravilnik o izmjenama i dopunama pravilnika o pedagoškoj dokumentaciji i evidenciji te javnim ispravama u školskim ustanovama*)
  Https://narodne-novine.nn.hr/clanci/sluzbeni/2019_08_76_1605.html
- **Framework of national qualification standards for teachers in primary and secondary schools** (Cro. *Okvir nacionalnoga standarda kvalifikacija za učitelje u osnovnim i srednjim školama*)
  Http://nvoo.hr/wp-content/uploads/2016/03/Okvir-standarda-kvalifikacije-final..pdf
- **Rulebook on the advancement of teachers, teachers, professional associates and principals in primary and secondary schools and student dormitories** (Cro. *Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima*)
  Https://narodne-novine.nn.hr/clanci/sluzbeni/2019_07_68_1372.html

The mentor should make sure that he/she adapts this information specifically to the context of the school where the NQT works. Various school regulations and records should be introduced in addition to national regulations. Among them certainly:

- Anything pertaining to lesson plans or reports.
- Anything pertaining to student evaluation.
- Anything pertaining to work with parents.
- Anything pertaining to disciplinary procedures.
- Anything pertaining to personal record keeping.

14.2 GUIDE FOR A REPOSITORY SET-UP

Here you will find a set of practical tools and tips aimed to ease teachers handling of necessary documentation. Much like organizing physical objects, everything needs a place. Including your online document repositories. There's plenty of free products to choose from, including:

- Google Drive
- Dropbox
- Nordlocker
- Tresorit

Make sure that you check whether your school has a designated filing system either electronically or physically. What is it, where is it and what are the rules for its use. Ask your mentor about this or find some information on this, before you get around to start organizing yourself.

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It's important to note that there is no perfect way of getting things organized, and that everyone has their own favorite methodology of filing. The tips described here are only one of numerous ways of doing it.

Here are 4 tips that you can use to set-up your repository well:

TIP #1: Create folders and sub-folders

It's the best way to keep track of your files and to stay organized. Folders are also helpful when you're trying to find a specific file quickly. If you create folders strategically, you'll always know which folder a file is stored in. Spend a few seconds thinking about 4 or 5 main umbrella categories for the types of files in your Google Drive. You can divide them as:

- Teaching files
- Personal documents
- School files that aren't related to teaching
- Files for afterschool enrichment classes

After, choose to create a folder for each of these umbrella categories. We can call these our "top level folders." In subfolders, for instance, you can add the school year to your Grade Level or Subject folder. For example, you might title your folder "STEM 2020-21" or "Third Grade 2020-21." Adding the school year helps you keep track of what you have taught from year-to-year, as shown as follows:

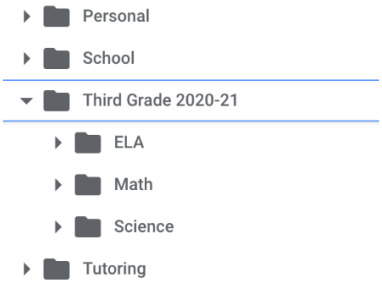

Figure 19: Folders and subfolders

TIP #2: Use naming conventions

It's important to use specific and consistent naming conventions when titling your files – we can be strategic about the way we name our files by using a system. The formula that works well is *Unit Number, Lesson Name, and Additional Detail*. The key here is to use consistent naming conventions that make sense to you.

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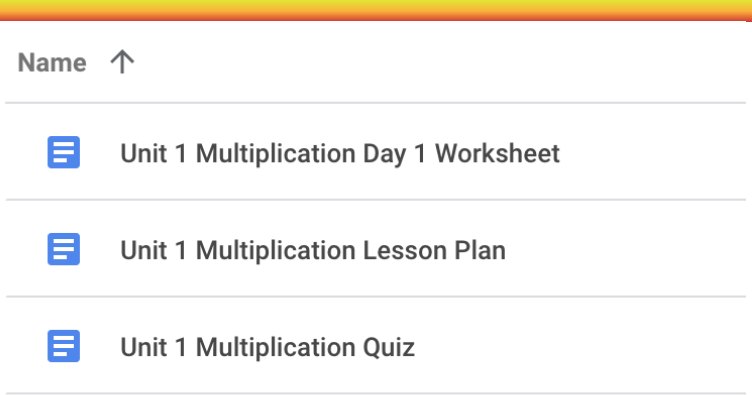

Figure 20: Naming convention

TIP #3: Color code your folders

Color coding has a lot to offer here, especially as many people are able to recognize and process color much more quickly than they can read text. Assigning colors, instead of relying on text descriptions, can help to improve the speed at which your filing system operates.

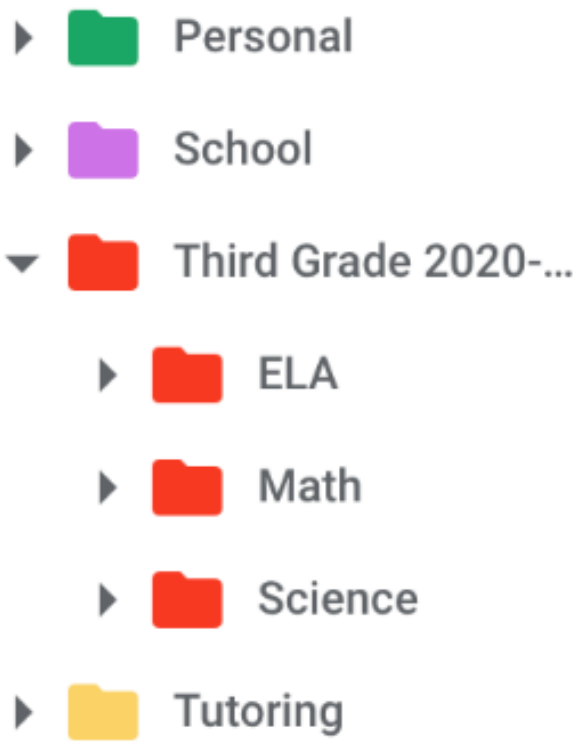

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Figure 21: Color coding

TIP #4: Reorder your folders using numbers

On the main page of your Drive, you might notice that your folders appear in alpha-numeric order. Since Google Drive follows alphanumeric ordering, you can rename your folders to have numbers at the beginning so that you can sort by priority. For example, you can rename your "Third Grade 2020-21" folder to say "01 Third Grade 2020-21." Now, after you have renamed your folder, it'll appear at the very top of your Google Drive. Next, let's say you're spending a lot of time on Google Drive for your afterschool enrichment class. You might want to put the Enrichment folder as the 2nd folder on your list. You can then rename the enrichment folder to say "02 Enrichment." Use numbers at the beginning of the folder names in order to rank your folders based on priority.

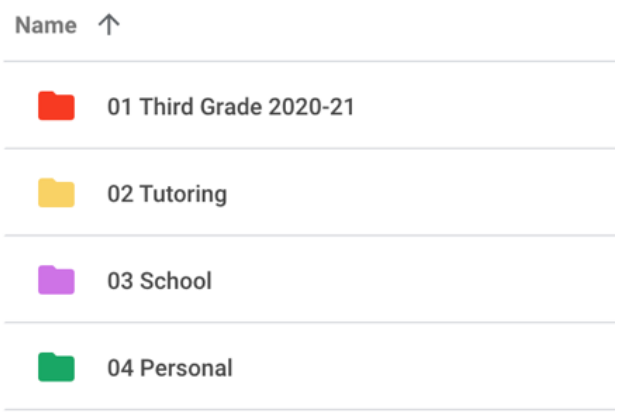

Figure 22: Prioritising

Additional tips:

- **Sorting files**
  By default, your files are already sorted from newest to oldest. However, you can apply other sorts to put your files in a different order. To sort by name, click the Name button just above the list of files. To sort by date, click the Last modified button, then choose the desired sort option.
- **To apply a filter**
  Filters let you hide unimportant files and focus only on the ones you're interested in. For example, if you were looking for a presentation, you could use a filter to narrow down your visible files so you would only see presentations.

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FOR THOSE WHO WISH TO GO A MILE EXTRA: The Noguchi Filing System

The Noguchi filing system can easily keep our paperwork organized for those of us who are still dealing with paper files. The beauty of it is: it arranges itself when you set it up! Noguchi Yukio, a Japanese economist, developed the method as a self-organizing approach to keep everything perfectly organized while always keeping the most crucial or often used files near at hand and accessible without having to fumble through anything else. In other words, it produces a self-maintaining archive of files that are rarely accessed but that you use frequently together.

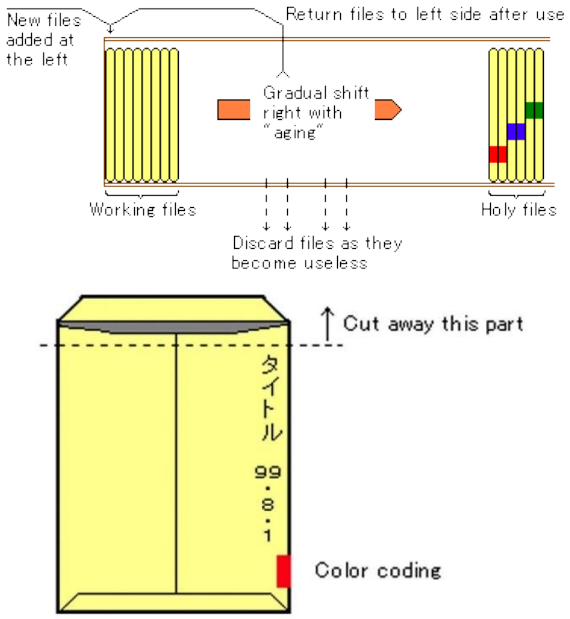

Figure 23: Noguchi filing system scheme

This is how it works. Just a few 9" x 12" envelopes would do. Remove about an inch of the top, including the flap. You do this to make it simple to access the files within. Then write the date and contents of the envelope on the side. That's all there is to it; you could even add a color-coding flag if you like. A good illustration of how your folder should appear is provided in the accompanying image. In actuality, it operates as follows: The envelopes should not be sorted, arranged, or otherwise categorized. Although it would be alluring to do so, the system takes

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care of organization for you, which is the beauty of this situation. Return the folder to the far left when you take it off the shelf to utilize it. Three things take place gradually:

- On the left side are the folders you use the most frequently. You always know where they are since you use them frequently. The project you work on the most frequently will eventually be in the leftmost envelope. The following project would be in the second left place, and so on down the line.
- Less commonly used files will move to the center and right. You are aware of how difficult it might be to locate a document or file you almost ever use? It's simple with the Noguchi system since you are aware that it is not on the left.
- The far right is where you'll find the files you never access. The system refers to them as "holy files," and by removing them off the shelf, they may be securely stored or purged, avoiding the shelf from being clogged with numerous envelopes.

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14.3 GUIDE FOR BUILDING A TEACHER PORTFOLIO

A teacher's practice is documented in their teaching portfolio. Lesson plans, student assignments, instructors' written summaries and videos of their instruction, as well as official assessments by supervisors, are just a few examples of the types of material that might be included. A teaching portfolio should consist of more than just a random assortment of artefacts or a long list of professional endeavors. It should meticulously and attentively detail a list of accomplishments made over a long period of time. Additionally, it need to be a continuous process carried out in the presence of mentors and co-workers.

Lesson plans, anecdotal data, student projects, class newsletters, videos, annual evaluations, letters of reference, and the like might all be included in a portfolio. To make the completed portfolio manageable for both the person creating it and the people reviewing it, it is crucial to choose its contents with care. Regardless of the objective, a portfolio's particular format and contents might vary, but most portfolios include a mix of written thoughts and instructional artefacts. These comprise the portfolio's core.

A teacher may benefit greatly from portfolios. When teachers carefully examine their own practices, those practices are likely to improve. Portfolios offer samples of completed practice that may be studied and used in other classes. Due to the lack of a framework or tradition for conserving the best aspects of what teachers accomplish, effective teaching far too frequently disappears into thin air. Teachers can save effective teaching practices in their portfolios so they can later review, discuss, modify, and apply them.

IN BULLETS: WHAT'S A PORTFOLIO AND WHY SHOULD I MAKE IT?

- Portfolios provide documented evidence of teaching from a variety of sources—not just student ratings—and provide context for that evidence.
- One might reflect on and enhance their teaching by choosing and arranging the materials for a portfolio.
- The use of portfolios helps to advance the public and professional perception of teaching as a scholarly endeavor.
- With the use of portfolios, one may perceive teaching as a continual process of research, experimenting, and reflection.
- In contrast to what are known as course portfolios, which record evidence linked to a specific course, teaching portfolios gather information connected to a person's whole teaching career.

Your portfolio is intended to showcase the best qualities of your teaching. It also shows that you have met all requirements for certification and licensing as a teacher set out by the program. To prove that you have a lot of potential as a teacher, you should be selective and offer clear criticism. Usually, when creating a teaching portfolio, you should concentrate on the following things:

- Beliefs (your beliefs, values, and what sets you apart from other teachers?) A Statement of Teaching Philosophy is frequently the first section in a teaching portfolio.

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- Actions (your teaching responsibilities, experiences, practices, approaches to teaching, contributions you have made)
- Impact (evidence that your actions have made a difference in student learning, multiple sources or triangulation of data is preferred)

COMPONENTS OF A TEACHING PORTFOLIO

1. Your Thoughts About Teaching
    - A "teaching statement" that reflects on your own teaching philosophy, techniques, and goals
    - A personal statement outlining your long-term teaching objectives

2. Documentation of Your Teaching
    - A list of courses taught, with enrollments and a description of your responsibilities
    - Number of advisees, graduate and undergraduate
    - Syllabi
    - Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
    - Reading lists
    - Assignments
    - Exams and quizzes, graded and ungraded
    - Handouts, problem sets, lecture outlines
    - Descriptions and examples of visual materials used
    - Descriptions of uses of computers and other technology in teaching
    - Videotapes of your teaching

3. Teaching Effectiveness
    - Summarized student evaluations of teaching, including response rate and relationship to departmental average
    - Written comments from students on class evaluations
    - Comments from a peer observer or a colleague teaching the same course
    - Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work
    - Letters from students, preferably unsolicited
    - Letters from course head, division head or chairperson
    - Statements from alumni

4. Materials Demonstrating Student Learning (all anonymized to protect student identities)
    - Scores on standardized or other tests, before and after instruction
    - Students' lab books or other workbooks
    - Students' papers, essays, or creative works
    - Graded work from the best and poorest students, with teacher's feedback to students
    - Instructor's written feedback on student work

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5. Activities to Improve Instruction
    - Participation in seminars or professional meetings on teaching
    - Design of new courses
    - Design of interdisciplinary or collaborative courses or teaching projects
    - Use of new methods of teaching, assessing learning, grading
    - Preparation of a textbook, lab manual, courseware, etc.
    - Description of instructional improvement projects developed or carried out

6. Contributions to the Teaching Profession and/or Your Institution
    - Publications in teaching journals
    - Papers delivered on teaching
    - Reviews of forthcoming textbooks
    - Service on teaching committees
    - Assistance to colleagues on teaching matters
    - Work on curriculum revision or development

7. Honors, Awards, or Recognitions
    - Teaching awards from department, college, or university
    - Teaching awards from profession
    - Invitations based on teaching reputation to consult, give workshops, write articles, etc.
    - Requests for advice on teaching by committees or other organized groups

General Tips

- Start right away! After you have done teaching a course, it can be challenging, if not impossible, to acquire many of the potential components of a teaching portfolio. Having these pieces on hand as you go will make putting together your final portfolio much simpler.
- Give a truthful and accurate account of yourself. Don't attempt to portray yourself as the ideal instructor. Of course, emphasize the good, but don't fully ignore the bad.
- Select your resources carefully, but make sure they represent a variety of your teaching methods rather than focusing on a single one. A small group of well selected texts is more efficient than a big, unfiltered collection of all your instructional materials.
- Use tabs to divide the different parts of your portfolio and a table of contents at the beginning.
- Make sure that each piece of proof in your portfolio has some kind of background information and justification. If you offer an example lesson plan, for instance, be careful to describe the subject, the audience, and, if you've actually utilized the lesson plan, your evaluation of how well it went.
- Nothing in your portfolio should be included without a comment. (Which object am I viewing? What does it indicate about how you teach?
- Include classes with various objectives, techniques, and activities to create a triangle of learning. Display a variety of evaluation methods, including checkpoints, paper examinations, and projects or performances that are graded. (What a scope! Such depth! You're employed!)
- Illustrate: To grab attention, include an image (jpeg) or clearly visible document in each section. It is equivalent to 1000 words.

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- Put it in context and emphasize the points you want reader to pay attention to. Be concise! Be precise! (A paragraph will do.)

Electronic Teaching Portfolios

How do electronic portfolios differ from print portfolios?

- **Enhanced Accessibility:** One of the goals of teaching portfolios is to increase public awareness of teaching. A portfolio is made even more accessible to peers and others by being posted online.
- **Multimedia Documents:** Thanks to technology, documents may be presented in a variety of formats. A voiceover that provides context and perspective on the portfolio, for instance, or educational computer programs or code that you have built are some examples of what you may include.
- **Nonlinear Thinking:** The web makes it easier for your teaching portfolio's elements to relate in nonlinear ways. You may be able to think about your teaching differently after going through the process of building a portfolio in this nonlinear setting. For instance, building an e-portfolio allows you to think about how various audiences can meet and comprehend your work. Readers can explore an e-portfolio in a variety of ways.

FREE ONLINE PORTFOLIOS (at least versions) TO EXAMINE:

- Journo Portfolio [https://www.journoportfolio.com/pricing/]
- Crevado [https://crevado.com/]
- Clippings [https://www.clippings.me/]
- Mahara [https://mahara.org/]
- Linkedin (not portfolio, but it helps)

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