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Teacher Induction Programme

Module 4: Authority and confidence in the class

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<https://empowering-teachers.eu/>

Date

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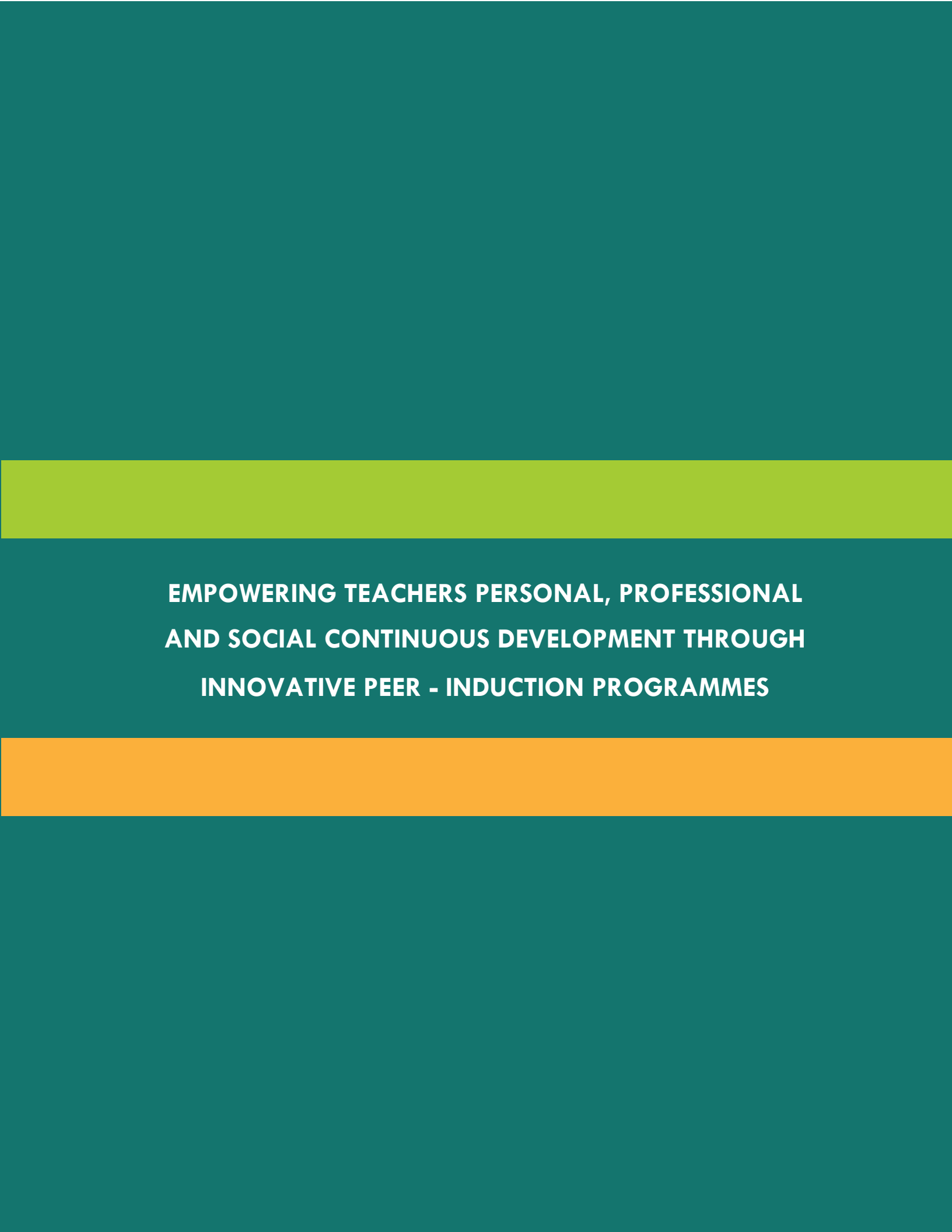
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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH
INNOVATIVE PEER - INDUCTION PROGRAMMES**



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

Authority and trust are the key components in which teaching is built. If anything, teaching entails a form of communication among people, as well as a sharing of space and time. Authority and trust need to build upon each other in order to create the conditions in which communication can flow, thus finding the right balance related to all the regulations that are rooted in the classroom.

B. Expected learning outcomes:

- The NQT will work on identifying his/her own teaching style and personality.
- The mentor will gain access to material and information that will help him/her highlight the importance of finding the right balance between authority and trust.
- The NQT will learn insights maintaining authority and confidence in the class.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
4.1 Guide for a mentor discussion	Mentor	Guide	90 minutes	Pedagogical/ didactical
4.2 Group work template	Mentor and NQT	Guide, presentation	60 minutes + 90 minutes	Pedagogical/ didactical

4.1 Guide for a mentor discussion is a document that includes several icebreaker activities, video prompts to motivate a discussion on the identity of the teacher as a professional. It also gives the mentor some pointers on how to implement a discussion.

4.2 Group work template gives a concrete example of an activity that can be used to integrate the NQT in a team effort. It is proposed to join a number of NQTs or other interested teachers in a focus group to work on a specific case and develop cooperative practices using the lesson study approach. The second part of this document offers some ideas on how to approach different other teaching techniques and approaches involving cooperation.

D. Suggestion for the implementation of the module:

The module is rather short in content but further addresses an important aspect of the life of the teacher in his profession. As this aspect is not something that the NQT would often feel as a pressing issue it is up to the mentor to decide how and when to address the issue of who the NQT is as a professional. One of the 1:1 sessions – preferably in the first months of the induction – could be dedicated to a discussion on this topic. Mentor can use the guide (4.1) in preparation and materials from the guide also in the implementation of the discussion.



The second appendix can be used independently of the first (also in a self-study by the NQT) as it promotes cooperative work. The mentor might organise a workshop according to the template or perhaps just encourage the NQT to explore the other approaches proposed.

4.1 GUIDE FOR A MENTOR DISCUSSION

Towards the beginning of the Teacher Induction Programme we wanted to dedicate some attention to the question of who am I as a teacher. It is important to stress that being a teacher is not just about passing on the knowledge and ensuring that the students excel in the required assessments of academic prowess. Being a teacher is – much like being a mentor – building relationships, leading by example. That is why it is of paramount importance to answer the question of – who am I?

This module offers some good departure point early in the induction process also for the mentor and the NQT to get to know each other better.

This discussion can be motivated by following some prompts from various online videos. Of course it would be even better if the mentor would be able to find or prepare some resources that are even more relevant for the NQT in his/her environment.

Classroom Management Styles: What's Your Style?

<https://www.youtube.com/watch?v=ciicptkynh4> (4:14)

This video talks about classroom management styles which are grouped into four different styles: authoritarian, authoritative, permissive, and indulgent. Apart from that, it shows various classroom management styles for educators and teachers to compare to their own style of management and shared with other teachers in school.

Now, the mentor can lead the conversation with the following questions:

- What is your style of Classroom Management?
- Do you want to change it? Why?
- Do you think there are any other styles of Classroom Management that you will like to try?
- In case you answer yes in the last question: How will you do it?

Christy Haubegger discusses the impact her kindergarten teacher had on her life

<https://www.youtube.com/watch?v=bcgqwtk4zz0> (0:44)

This video he presents the real case of Christy Haubegger. She talks about how a kindergarten teacher believes in her and her possibilities, and how it changes her motivation and confidence about herself in school life. This video pretends to show you how important it's to develop motivation and confidence in your class. You can change the life of one of your students!



Now, the mentor can lead the conversation with the following questions:

- What do you think about the Christy Haubegger case?
- How do you imagine her life without this teacher?
- Do you know any other cases related to hers?
- How important is it for you to believe in the possibilities of your students?

Jennifer Brea's English teacher saw a hidden potential in her

<https://www.youtube.com/watch?V=HT6HyX7F7MI> (1:03)

This video presents the real case of Jennifer Brea's who talks about how an English teacher changes school life, seeing her school potential. This changed Jennifer and with this, her confidence and motivation in school. This video pretends to show you how important it's to develop motivation and confidence for showing the real potential of your students. Remember that you can change their life!

Now, the mentor can lead the conversation with the following questions:

- What do you think about the Jennifer Brea case?
- How do you imagine her life without this teacher?
- Do you know any other cases related to hers?
- How important is it for you to see the school potentials of your students?

Student Motivation: The ARCS Model

<https://www.youtube.com/watch?V=tyu90zk2wua> (4:34)

The video talks about the ARCS Model. It is a way to motivate student learning. That model is divided into four elements. Also, in that video they talk about the importance of student learning in terms of motivating them to learn. In that way, with the ARCS Model you can enhance the attention, confidence, and satisfaction of your students in your class.

Now, the mentor can lead the conversation with the following questions:

- Have you ever heard about the ARCS Model?
- What do you think about it? What is your opinion?
- Do you have another way or idea to promote attention, confidence, and satisfaction? How are you doing?
- If you want to include the ARCS Model in your daily class, how will you do it? Can you give 3 examples?

The following two videos are already dealing very much with the interaction with students, concretely concerning classroom management that will be later addressed in more detail in Module 9. You can, however, already use some prompts already at this stage if you think that the NQT might be at a stage where he/she needs some further incentive.



How to Handle an Out of Control Middle-School Classroom

<https://www.youtube.com/watch?v=r2a0anpxtny> (8:49)

The video explains one of the biggest problems about classroom management and it is when the teachers need some strategies or methodologies about how to handle a class which is out of control. For that, the video give you main tips about how you need to reinforce procedures for having the situation under control.

Now, the mentor can lead the conversation with the following questions:

- Have you ever been in a situation that is out of control? What are your feelings?
- If you have never been in that situation, think of a case where you have a teacher in your school which needs to handle an out of control classroom. Can you give him/her 3-5 tips about how to handle it?
- What are the main topics or main tips for handling a class?

Classroom Management Strategies To Take Control Of Noisy Students

<https://www.youtube.com/watch?v=u086rr7srso> (10:32)

This video explains a strategy for improving the management when facing demanding groups of students. In that way, this strategy shows how to deal with diverse situations that can easily become a never ending source of stress and frustration.

Now, the mentor can lead the conversation with the following questions:

- Have you ever been in a situation taking control of tough groups of students from the start of class? What are your feelings?
- If you have never been in that situation, think of a case where you have a teacher in your school which needs to handle tough groups of students. Can you give him/her 3-5 tips about how to handle it?
- What are the main topics or main tips for taking control of tough groups of students from the start of class?

Feel free to structure the conversation in which ever way you as the mentor assess most appropriate for the needs of the NQT.

Here is a short suggestion table for reference.

Classroom Management Styles: What's Your Style?

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
4:14'	20'	10'

Christy Haubegger discusses the impact her kindergarten teacher had on her life

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
0:44'	20'	10'



Jennifer Brea's English teacher saw a hidden potential in her

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
01:03'	20'	10'

Student Motivation: The ARCS Model

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
4:34'	20'	10'

How to Handle an Out of Control Middle-School Classroom

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
8:49'	20'	10'

Classroom Management Strategies To Take Control Of Noisy Students

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
10:32'	20'	10'



4.2 GROUP WORK TEMPLATE

Part A – Using lesson study on concrete collaboration project

Gives a concrete example of an activity that can be used to integrate the NQT in a team effort. Being a teacher is not being isolated in a bubble but depends heavily on a cooperative approach. It is proposed to join a number of NQTs or other interested teachers in a focus group to work on a specific case and develop cooperative practices. The main idea is to read a paper on effective discussion, work out concrete case studies and use the methodology of lesson study.

STEP 1: Creating effective Classroom Discussions

It is proposed to work with this [IDEA Paper written by Cashing from Kansas State University](#). The objective is that the teacher gets a sense of what a good discussion in the classroom entails in order to:

- a) Strengthen the practical repertoire of tips regarding creating discussions with students.
- b) Improve the capacity of creating discussions around case studies with colleagues.

STEP 2: Peer collaboration to co-create real and meaningful case studies.

The mentor will lead the coordination with other colleagues to ask for the drafting of recent challenging classroom scenarios and include:

- a) What were the conscious and unconscious strategies and the intended and unintended consequences of the reaction/teacher approach to that situation.
- b) A short self-reflection from the very same teacher about that intervention.

STEP 3: Lesson study around classroom scenarios

To organise the discussion and reflection around real scenarios, it is proposed to partially follow the Japanese collaborative process called “[lesson study](#)”, which involves teamwork and a series of meetings which are arranged in the form of a cycle. Lesson study is particularly useful because it explicitly aims at overcoming “stand-alone” reflections and locating them within a larger process, and involves more than 1:1 interactions, thus involving more than one experienced teacher or mentor.

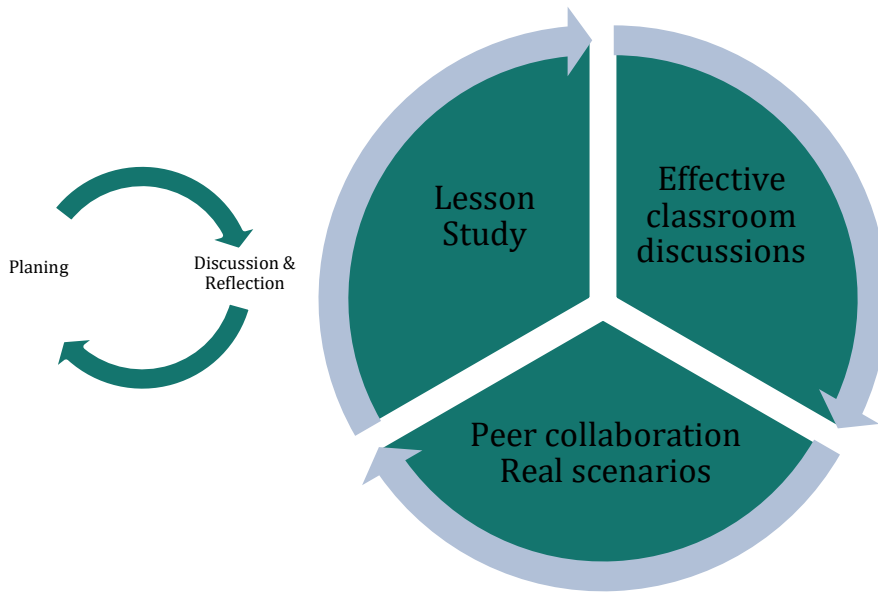


Figure 3: Lesson study scheme

Step	Actions	Time
IDEA working paper: effective classroom discussion.	-Read the article. -Discuss with the new teacher (optional).	45' + 30' (optional)
Peer collaboration: drafting of teaching scenarios	-Recruit volunteers. -Drafting of case studies.	20' (initial meeting) + 45' (drafting).
Setting a Lesson Study	-Organize meetings to discuss teaching scenarios. -Setting of the agenda and connecting with other mentors.	-15' (reading of scenario) -30' (discussion) -10' (related issues and/or deepening meaning and further discussion)

Part B – Thinking about other teaching approaches including cooperation

The second part of this document offers some ideas on how to approach different other teaching techniques and approaches involving cooperation.

Job shadowing

What Is Job Shadowing?



Job shadowing involves spending time following a professional, in this case an experience teacher, as they work and in the case of education a more experience teacher. By observing the experience teacher, you can get a better understanding of their approach and practice.

How Job Shadowing Works?

Job shadowing can be done as part of a formal program organized by a high school or university, or it can be scheduled informally.

Benefits of Job Shadowing

Job shadowing can be useful in a number of ways, including helping you decide whether or not you'd enjoy and feel passionate about a job. You'll also find out if your skills match the career field of interest and whether your skills might translate to this job.

Because job shadowing is a short-term experience, it can be a great way to decide whether or not you want to pursue a particular career.

How to Prepare for Job Shadowing

It's important to be prepared for a job-shadowing experience so you can get the most out of it.

- **Coordinate Your Schedule**
Pick a time that you can commit to and discuss with the teacher the most appropriate time to do it.
- **Do Your Research**
Spend some time familiarising yourself with the person you will be shadowing. It's a good idea to get to know the teacher you are shadowing and be familiar with the subject they are going to deliver. Stay in touch with the person you are shadowing—they can be an invaluable contact to advise you if needed. Also, write a thank-you note to the teacher for giving you the opportunity to learn from them.
- **Prepare Your Questions**
You likely will have an opportunity to ask the teacher questions about the job, so prepare some ahead of time. You should also ready to talk about your expectations and your career goals.
- **Take Notes**
You will want to record what you learn throughout your shadowing experience and write down any additional questions that arise. Bring a notepad and pen, so you're prepared.



Joint Sessions

Team teaching

In joint sessions both teachers are in the room at the same time but take turns teaching the whole class.

Joint sessions provide both teachers with an active instructional role. Introduces students to complementary teaching styles and personalities and allows for lessons to be presented by two different people with different teaching styles. Co-teaching can successfully meet the needs of all learners when the co-teachers:

- Have ample time to build a trusting relationship with one another
- Have shared planning time
- Each have the chance to use their expertise in the classroom
-

However, it takes time and trust for teachers to build a working relationship that values each teacher equally in the classroom. It requires a lot of planning time and coordination of schedules and requires teachers to have equal involvement not just in planning, but also in grading, which means assignments need to be evaluated using a rubric or other non-subjective methods

Parallel teaching

In parallel teaching, the class is split into two groups and each teacher teaches the same information at the same time. Parallel teaching works well to differentiate instruction when the content being taught is particularly challenging. Students can benefit from learning difficult material in a smaller group.

Parallel teaching can be a comfortable way to start joint sessions. You and your co-teacher plan together to make sure you're covering the same material. And since you're teaching your half of the class, you're less likely to feel closely observed by your colleague.

One teach, one observe

In a "one teach, one observe" setting, one teacher serves as the primary instructor, while the other is simply observing students' learning and collecting data, which can be useful in determining what instruction takes place next, which students need additional help and deciding what co-teaching model may be used next to address any identified needs.

Making Joint teaching work



Joint teaching definitely has benefits, but it can also be challenging to implement. It can be especially hard for new teachers who are paired up with teachers who have more experience, or for co-teachers whose teaching philosophies differ from each other. But there are several steps you can take to make it work:

- **Plan who's doing what**

No matter which co-teaching model you use, you and your co-teacher need to thoughtfully plan out which responsibilities each of you will have. Planning is vital to your success as a co-teaching team.

- **Agree on expectations**

Having a conversation before the sessions about your expectations for students, behavior, homework, etc., can help you work out any differences you may have and come to a consensus for how your shared class will run. It is also essential that both teachers share behavior management equally. Avoiding a “good cop/bad cop” situation can make it easier to maintain a positive classroom culture.

- **Understand the needs of all of your students**

It's critical that both you and your co-teacher understand the needs of all of your students, including those who learn and think differently.

- **Use signposting**

If the joint sessions are for more than a single session, making sure both names appear on the door, on assignments, and in the classroom can also help your students see you as the team you are.

Keep setting aside time to collaborate

Planning and reflecting on the lessons you teach together is especially important. Keeping lines of communication open, raising concerns respectfully, and having a supportive and involved administrator can help bridge any gaps



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