

THE NOVICE TEACHER

Professional Development

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SAOU: Gee die pas aan / Setting the pace

QUALITIES OF A SUCCESSFUL TEACHER



NATIONAL POLICIES

- ✓ National Policy Pertaining to the Programme and Promotion Requirements (2015)
- ✓ National Protocol for Assessment
- ✓ CAPS Subject Policies
- ✓ SIAS Policy
- ✓ Management of LTSM

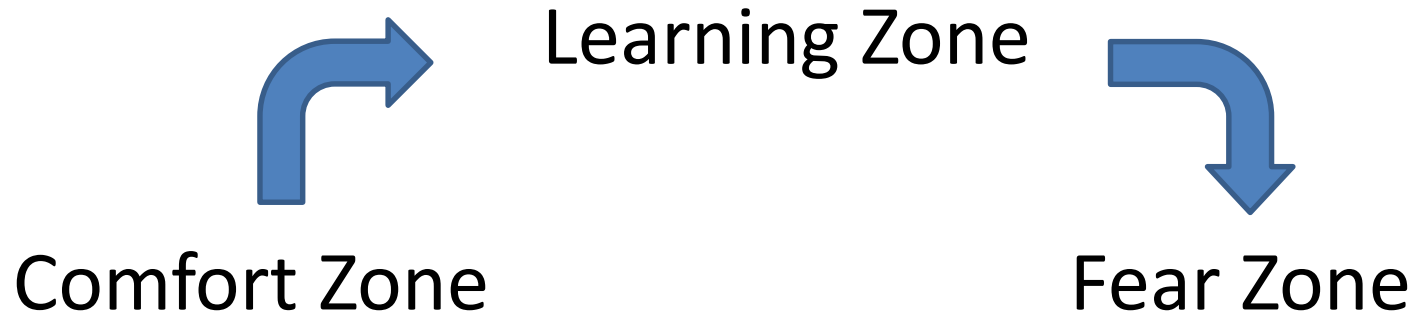


SCHOOL POLICIES

- ✓ Language
- ✓ Religion
- ✓ Code of Conduct
- ✓ **Homework**
- ✓ **Assessment**
- ✓ **Subject policy**
- ✓ **Management of LTSM**



A LEARNING CURVE?



My great concern is not whether you have failed, but whether you are content with your failure.

BEST TEACHING PRACTICES



- ✓ **Be prepared** – if you don't prepare, you repair
- ✓ **One-size-fits-all?**
- ✓ Know your **subject content**
- ✓ Be a **life-long learner** (CPTD)
- ✓ **Support your learners in extra-mural activities**
- ✓ **Mutual respect**
- ✓ **Accountability**

ACCOUNTABILITY

Definition of accountability:

1. To accept responsibility for your actions.
2. To be accountable for your results.
3. To take ownership of your mistakes.
4. To be entrusted with important jobs.
5. To have your work finished on time.

CLASSROOM MANAGEMENT

- ✓ **Classroom management:** Arrival, seating (absentees), participating, class rules
- ✓ **Self-discipline** (e.g. punctuality)
- ✓ Routine
- ✓ Punishment determined beforehand - **no empty threats**
- ✓ Be **consistent and fair**
- ✓ **Don't humiliate** the learner in front of the class
- ✓ Always **stay in control** of the class as well as yourself
- ✓ Contact parents sooner than later

CLASSROOM MANAGEMENT

- ✓ **NO name calling**
 - ✓ Follow the **school's disciplinary system**
 - ✓ **NEVER**, ever shout – eye contact
 - ✓ Short instructions
 - ✓ Learner information
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- ✓ “Over plan”- minimise free time at the end of the period.

“You will never reach your destination if you stop and throw stones to every dog that barks.”- Winston Churchill/

LESSON PLANNING AND PRESENTATION

- ✓ **Curriculum is your “Bible”** - not your textbook / workbook
- ✓ **Introduction** – Your reaction to the introduction?
- ✓ Refer to **prior knowledge**
- ✓ **Clear** instruction
- ✓ **Visual**
- ✓ **Never sit down** while teaching - you have to move around, alternate tone, eye contact, be well prepared, confident.
- ✓ Worksheets and workbooks are not a method of teaching.

THE EFFECTIVE USE OF RESOURCES

- ✓ Test equipment in advance
- ✓ Make sure you have a plan B
- ✓ Bad teaching + technology = expensive bad teaching

CURRICULUM PLANNING

CAPS

- ✓ Subjects
 - ✓ Content Area
 - ✓ Topics
 - ✓ Phase Overview (Provided)
 - ✓ Assessment program (Provided)
 - ✓ Grade Overview (Provided)
 - ✓ Lesson Plan
 - ✓ Recording (7 point scale)
- ✓ **Only one level of planning is required in CAPS, namely lesson planning**

INFORMAL ASSESSMENT

Informal (assessment for learning) or daily assessment is the monitoring and enhancing of learners' progress

- ✓ Observation and teacher-learner interactions.
- ✓ Feedback to the learners and teachers.
- ✓ It builds towards formal assessment.
- ✓ Informal assessment should be indicated on the weekly planning.
- ✓ No recording is necessary.
- ✓ Learners may mark informal assessment.
- ✓ Teachers should not only focus on the formal assessment.
- ✓ Ticket to leave

FORMAL ASSESSMENT

According to CAPS document

Make use of higher order critical thinking skills.
Bloom's Taxonomy – apply knowledge
Know the curriculum across grades and phases

COMMON PROBLEMS IN ASSESSMENT

- ✓ The fear of poor results force many teachers to start **coaching** learners to do the assessment.
- ✓ Our teaching is focussed on **spoon feeding** rather than empowerment.
- ✓ Always start with the end in mind.

BARRIERS TO LEARNING : PROVIDING SUPPORT

SIAS policy (Screening, identification, assessment and support):

- ✓ Guidelines on the roles and responsibilities of the SBST
- ✓ Protocol on how to support learners experiencing barriers to learning
- ✓ To guide support to learners experiencing barriers to learning
- ✓ To apply for concessions
- ✓ To apply for placement in a Full Service School/ Special School

PROGRESSION AND PROMOTION

- ✓ Progression and promotion of learners to the next grade should be based on recorded evidence in formal assessment tasks.
- ✓ Formal assessment should be used to decide whether a learner should progress or to be promoted to the next grade.
- ✓ NO informal assessment may be used in progression/promotion.

ETHICS

Ethics – Oxford Dictionary

“science of morals, moral principals or code”

SACE Code of Professional Ethics:

- ✓ Professional competence
- ✓ Personal conduct
- ✓ Integrity
- ✓ Respect
- ✓ Care
- ✓ Trust
- ✓ Accountability



LEARNERS

- ✓ You are the adult
 - ✓ Professional distance
 - ✓ Respect for all cultures
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- ✓ Be Careful:
 - ✓ Role model: dress, style and content of communication

PARENTS – *in loco parentis*

Relationship of trust with parents

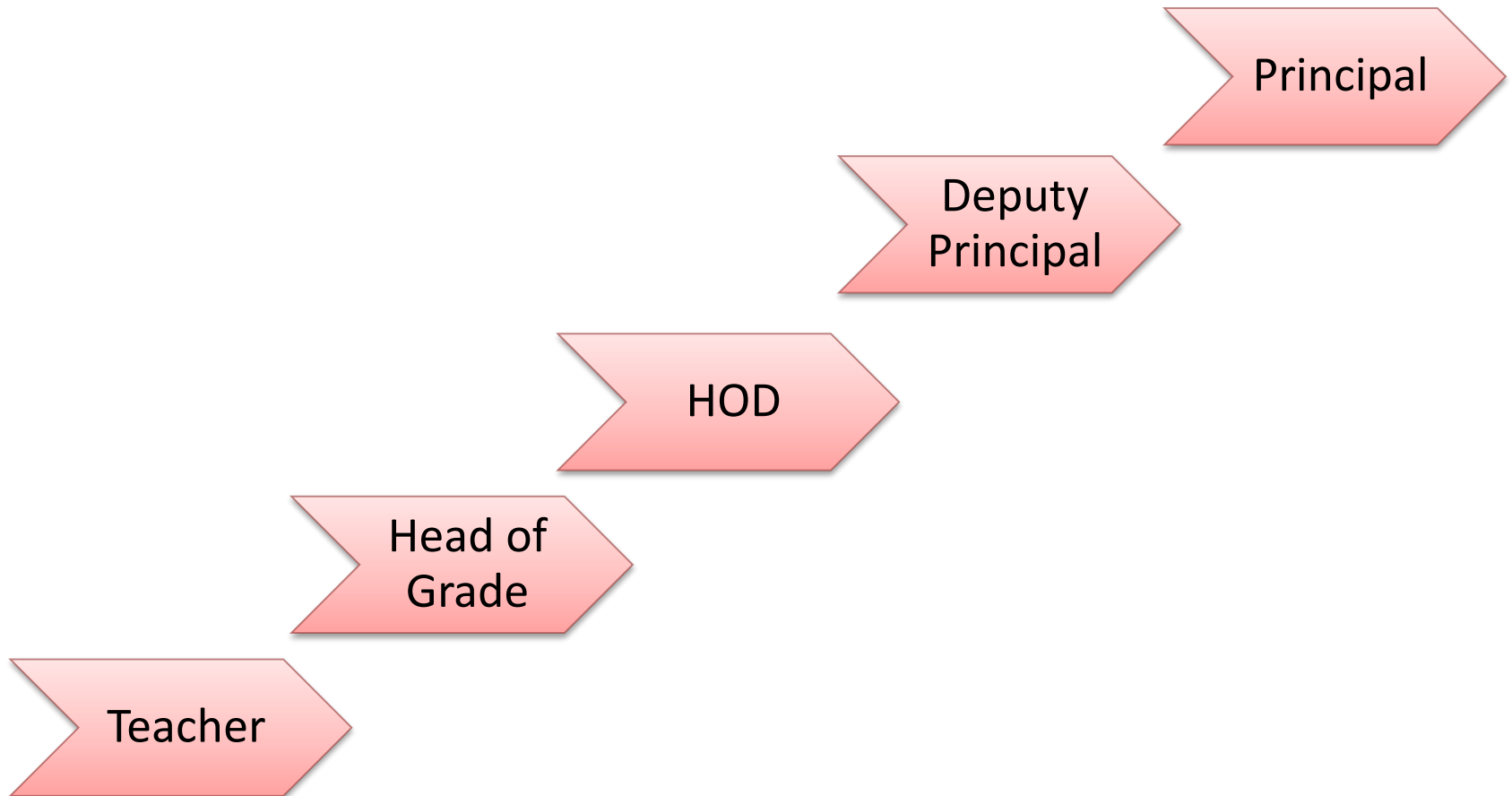
- ✓ Create a welcoming environment
- ✓ Two-way conversations!
- ✓ The best interest of the child
- ✓ Discuss progress
- ✓ Share ideas for supporting learning
- ✓ Work out an action plan
- ✓ Establish lines of communication
- ✓ Communicate regularly and follow up!

PARENTS – *in loco parentis*

Handling conflict:

1. Never see parents while having pupils in your class
2. Never accuse parents
3. If conflict is inevitable, STOP, make an appointment and ask your mentor to assist you.

LINE OF COMMUNICATION



COMMUNICATION : NON-VERBAL VS VERBAL

- ✓ **Tone** – HOW is more important than WHAT
- ✓ The **way you feel** about something is reflected in the tone you use
- ✓ **Positive body language** provides positive feedback
- ✓ Consider your **choice of words** carefully (work x chore, smell x stench)
- ✓ It is generally accepted that the impact we make on people in the **first few minutes** of contact is based 60% on visual messages, 33% on vocal messages and only 7% on content.
- ✓ Effective communication starts with being a good **listener!**

COMMUNICATION

Communication towards parents:

1. Professionalism and social media
2. Contact details of educators
3. Availability
4. Guidance regarding parents evenings, news letters, intervention and interviews.

HANDLING OF CONFLICT

- ✓ Pay attention to the feelings being expressed.
- ✓ Be aware and respectful of differences.
- ✓ Improve your nonverbal communication skills.
- ✓ Pick your battles – loose a battle to win a war.
- ✓ Know when to let something go.
- ✓ Deal with only one issue at a time.
- ✓ Avoid accusations.
- ✓ Don't generalise. Avoid words like "never" or "always".

NEWLY APPOINTED / NOVICE TEACHERS

The newly appointed teacher - informal visit at school:

1. Appropriate and needed documentation should be given at this meeting.
2. New teacher should be taken on a guided tour of school and meet colleagues.
3. Set newly appointed teachers at ease by discussing “minor” issues, such as parking/seating/early morning staff meetings, etc.
4. Newly appointed teachers should get a Guide for Teachers.
5. The more information is given, the better the newly appointed teacher can perform.

TEACHER'S GUIDE AND INDUCTION PROGRAMME

1. Discuss the general school organogram and structuring.
2. Structure of administrative and support staff.
3. List of staff, contact details etc.
4. Administration and organisational responsibilities, procedures and documentation needed, e.g. play ground duty, handling of money.
5. Extra mural organisation and administration.
6. Disciplinary administration and procedures. Code of conduct.
7. Communication.
8. Appropriate professional clothing.
9. Appropriate behaviour towards pupils.
10. Professional behaviour regarding parents and colleagues.
11. Staff / school loyalty.
12. The novice teacher and social media.

TEACHER'S GUIDE AND INDUCTION PROGRAMME

1. Curriculum: give guidance.
2. Policies should be read and adhered to.
3. Assessment: dates, monitoring and moderation.
4. Equipment and LTSM.
5. Practical guidelines for effective classroom methodology.
6. Educator appraisal: IQMS.
7. Schedule of all staff / grade/ subject meetings, parents evenings and training sessions.
8. Social interaction is encouraged to get to know colleagues: breaks, sport activities, social get-togethers, teachers concert.
9. Membership of teachers union.