



Providing CPD Opportunities for Short Term Summer Staff

Fiona Dunlop Get Ready For Summer 2017



Aims of the session:

- ▶ To explore the challenges of providing meaningful development to short term teachers
- ▶ To propose possible solutions to the challenges
- ▶ To provide an overview of a detailed induction procedure

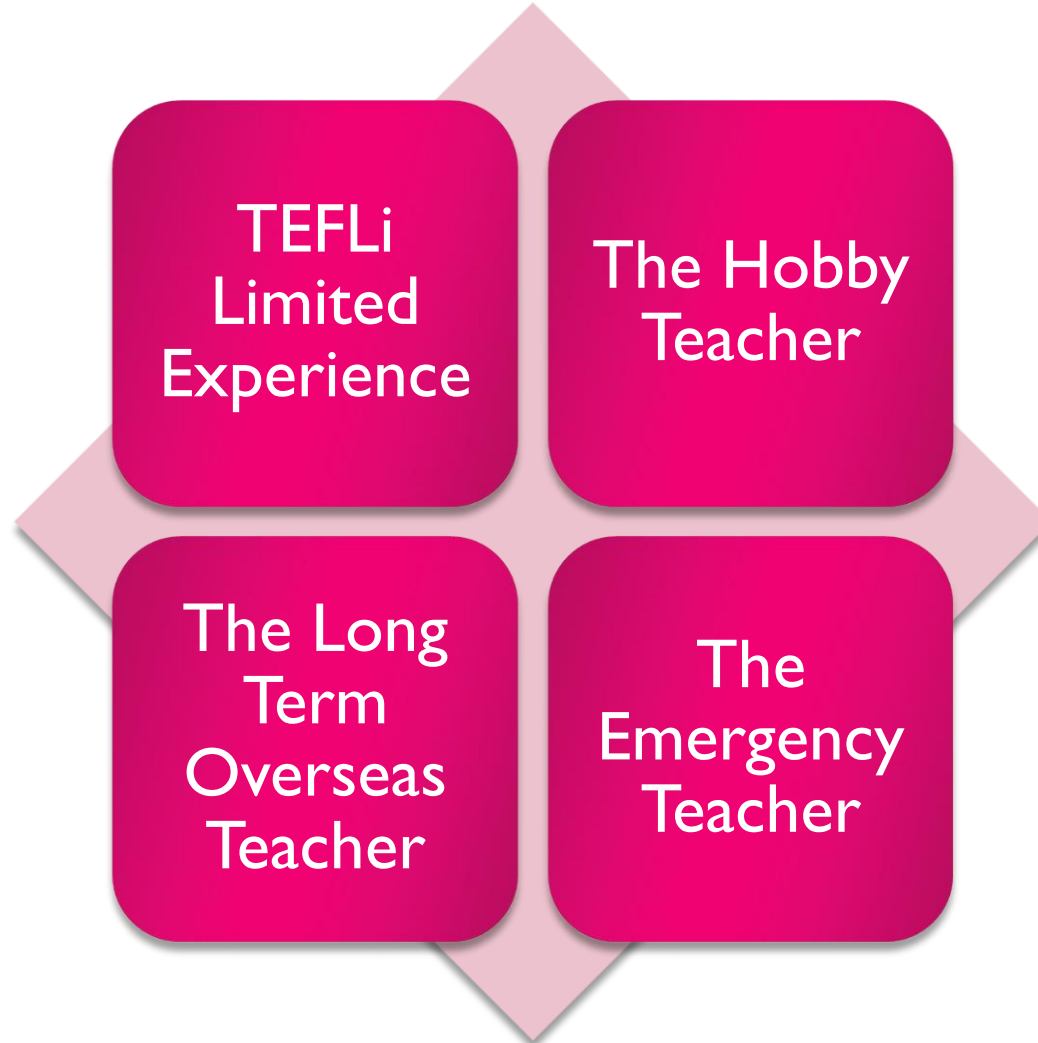




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- ▶ **Keith Harding** (in MET Vol 18 No. 3) suggests that the characteristics of CPD are that it is:
 - ▶ Continuous – professionals should always be looking for ways to deal with new challenges and improve performance
 - ▶ The responsibility of the individual teacher – who identifies her own needs and how to meet those needs
 - ▶ Evaluative rather than descriptive – so that the teacher understands the impact of the activity
 - ▶ An essential component of professional life, not an extra



Teacher types





2 Minute Task:

What benefits do short term teachers bring? (6)

What challenges do short term teachers bring? (15)





Benefits that summer teachers bring

- ▶ New blood to a stale staffroom
 - ▶ New ideas from previous experience
 - ▶ Inexperienced -no bad habits
 - ▶ Mentor opportunities for existing teachers
 - ▶ Cost effective
 - ▶ They love the students
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Challenges

- ▶ Overwhelmed/concentrated full timetable
- ▶ Unable to manage new admin demands quickly
- ▶ Lack of language awareness/ possibly being unaware of it (inexperienced)
- ▶ Little experience of formal CPD /little commitment to CPD
- ▶ Little commitment to the school
- ▶ Slow/thorough pace – pitch to lower end of a group
- ▶ Lack of cultural awareness / possibly unaware of it
- ▶ Lack of firm class management/dealing with difficult students/ eager to please





More Challenges

- ▶ Timetable limitations
- ▶ Inexperience of mixed nationality classes
- ▶ A “ think they are more proficient teachers than they are” attitude
- ▶ Don’t gain students’ respect /students’ friend
- ▶ Compared to permanent/senior teachers
- ▶ No bank of ideas up their sleeve
- ▶ Get stressed/ don’t tell people/stress spreads
- ▶ Not accepted in staffroom by permanent teachers





Important to remember:

- ▶ Any new member of staff is a client of the school
- ▶ First impressions count
- ▶ Remember our own first days
- ▶ Compare to student journey
- ▶ From first contact, the experience should be positive and as stress free as possible





Why is it important to remember?

- ▶ Look after the internal customer
- ▶ The staffroom benefits
- ▶ The students benefit
- ▶ School reputation
- ▶ Industry reputation





Induction

Start with induction to address the challenges

Induction starts at recruitment-captive audience





Induction Procedure

Before contract starts:

- ▶ Arrange meeting time with teacher- specify length of time. Teachers can take materials home to prepare .Skype if not local
- ▶ Prepare or email induction documents and other necessary policies, include a copy of Std. Handbook and brochure
- ▶ Check all materials and handovers are ready
- ▶ Arrange guardian angel/mentor and locker, work space etc
- ▶ Have a copy of the induction checklist for you to talk through
- ▶ Talk through each point on the checklist, stopping at times for questions.
- ▶ Tour of school—introduce all staff members by name and job, show fire exits. Show classrooms the teacher will be teaching in
- ▶ Provide preparation time if teacher wants and provide any help
- ▶ Encourage the teacher to set one SMARTER CPD goal to achieve during their contract – review at exit interview





Induction Procedure

First day/week:

- ▶ Teachers' room whiteboard – name of new teacher
 - ▶ Introduce to teacher mentor and other teachers they are working with
 - ▶ Check lesson plans regularly in first couple of weeks. Even experienced teachers take a while to settle into a new house style
 - ▶ Arrange observation with an academic manager towards the end of first week
 - ▶ Arrange for teacher to do 10 minute peer observations in week two
 - ▶ Observation feedback and post induction. Give teachers the school quiz beforehand to go over at post induction. Also go through the induction checklist again to check problems
 - ▶ Arrange second observation for the 3rd week. Read first observation notes before. Record on spreadsheet
 - ▶ Agree on a developmental observation type
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Induction Procedure

Final week:

- ▶ Arrange exit interview and give out feedback form
- ▶ Review initial CPD goal set
- ▶ Incorporate goal achievements into teacher reference
- ▶ Buy cake and say goodbye

Ongoing:

- ▶ Record stages on induction spreadsheet
 - ▶ Check plans of work
 - ▶ Give teacher attention/ check stress levels
 - ▶ Check with new teacher mentor
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Induction Procedure

- ▶ Encourage the teacher to set one SMARTER CPD goal to achieve during their contract. Email goal in advance if contact is remote
- ▶ Monitor and encourage developmental reflection
- ▶ Review at exit interview. Include achievement of goals(s) in reference

Goal example: I will expand my IWB skills by trying one new activity per week with my class and asking for student feedback



Smarter Goals



- ▶ **S** pecific
- ▶ **M** easurable
- ▶ **A** chievable
- ▶ **R** ealistic
- ▶ **T** ime bound
- ▶ **E** njoyable
- ▶ **R** eflected





A Successful Induction

Induction should be for everyone, ongoing and revisited





2 Minute Task:

Think of 3 quick and easy ways to improve your induction procedure to help summer /short term staff



British Council CPD Framework



www.britishcouncil.org/englishagenda

A handbook for managers

A handbook for teachers

A framework for Continuing Professional Development

A portal with advice/ suggestions/ video clips

Include in induction – send to teachers pre start date





Hints for the manager

- ▶ On-going induction/ post induction/review/quiz/ pre-arrival online contact
- ▶ Induction is for everyone regardless of why/how long they are in school for
- ▶ Guardian angel/mentor system (provide clear guidelines for mentors)/buddy system if all new staff
- ▶ FAQs and example scenarios to talk through/go through interview questions again
- ▶ Hints on preparation and sample plans. Provide time limit guidelines, opportunity to prepare together
- ▶ Introduce to other short term summer teachers – prepare together
- ▶ Don't assume anything
- ▶ Provide a survival checklist of admin jobs for the first day/week/month





Hints for the manager

- ▶ Check plans daily/weekly – monitor time taken – give time limits
- ▶ Observe regularly – include short burst observations/blind observations
- ▶ Provide observation checklist/form as a guide for self-observation
- ▶ Encourage CPD ownership and a culture of reflective practice
- ▶ 10 minute observations in first or second week - house style
- ▶ Provide a bank of last minute lessons and ideas in teachers' room
- ▶ Run regular short ideas swapshops – immediate and practical
- ▶ Link CPD sessions, observations, reflection and goals
- ▶ Arrange 10 minute meetings each Friday with DoS/mentor if possible
- ▶ Monitor and review short term CPD goals. Provide means to achieve these
- ▶ Remember the staffroom is an invaluable source of CPD for summer teachers
- ▶ Make the experience one to remember for the teacher





“Never before has it been this easy to develop yourself and find the training, resources or connections that will make you make a better teacher.”

Shaun Wilden IH Journal





Take away task:

- ▶ Spend 10 minutes of your journey home matching the challenges outlined with the hints provided
- ▶ Consider ways you could adapt these hints to the situation in your organisation



The Pleasure of Providing CPD Opportunities for Summer Staff



Conclusion:

Clear systems will set the foundations

Well informed, happy staff are at the core of a successful summer school

Notice the positives summer teachers can bring

Bite sized meaningful development

Remember your first day in a school





Short burst practical workshops

Continuous enrolment

Integrated skills

Meaningful pron/intonation

Meaningful games

IWBs/ BYOD and IT in the classroom

Managing large classes/ mixed ability classes

Exploiting/ adapting/ selecting materials

Addressing learner needs

Student motivation/pace/ short burst activities

Realistic and relevant lesson outcomes





Hints for the new teacher

- ▶ Note ideas down as you do them/hear about them
- ▶ Attend workshops/set up peer groups
- ▶ Arrange a time to speak to DoS/ADoS with questions
- ▶ Request a post induction meeting or to have lessons checked
- ▶ Find out the policy on observation/peer observation
- ▶ Time your planning and prep...try to lessen it.
- ▶ Don't try to provide all the answers /demands of students...encourage them to take responsibility for their learning
- ▶ Students buy a highlighter and own their material
- ▶ Focus on “what is useful for me” concept with students
- ▶ Pitch to the group
- ▶ Make your aims clear to the class for every lesson





Hints for the new teacher

- ▶ Good quality, punched photocopies
- ▶ Look professional and organised
- ▶ Arrange preparation group with other new teachers/teachers on same level
- ▶ Don't use every good idea in one go...save some surprises
- ▶ Have a checklist of things to cover in each lesson
- ▶ During observation ask the observer to look out for particular things that you want to develop
- ▶ Record yourself
- ▶ Remember we all have off days/ difficult students/ complaints
- ▶ **Remember you need a life too**
- ▶ **REMEMBER THE SCHOOL NEEDS YOU!**





Thank you

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