



Setting up for success

Pre-service and conditional teacher series of 'how to' workshops
Hosted by the NSW Department of Education



Designing and leading your Professional Development



Acknowledgement of Country

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

Along the banks of the Macquarie river where Tubbagah People of the Wiradjuri Nation where Dubbo's traditional owners.

Learning intention

Together, we will learn to:

- **Develop a toolbox of strategies, for when we face professional challenges.**
- **Navigate the focus for classroom observations.**

Success criteria

At the end of this session, we can:

- Describe a range of strategies that can be used to support our work.
- Identify and explain where to seek further assistance when faced with professional challenges.
- **Describe three ways to focus a lesson observation.**
- **Use the APST as a pathway to guide my classroom practice**

Section 1:

Choose your own adventure

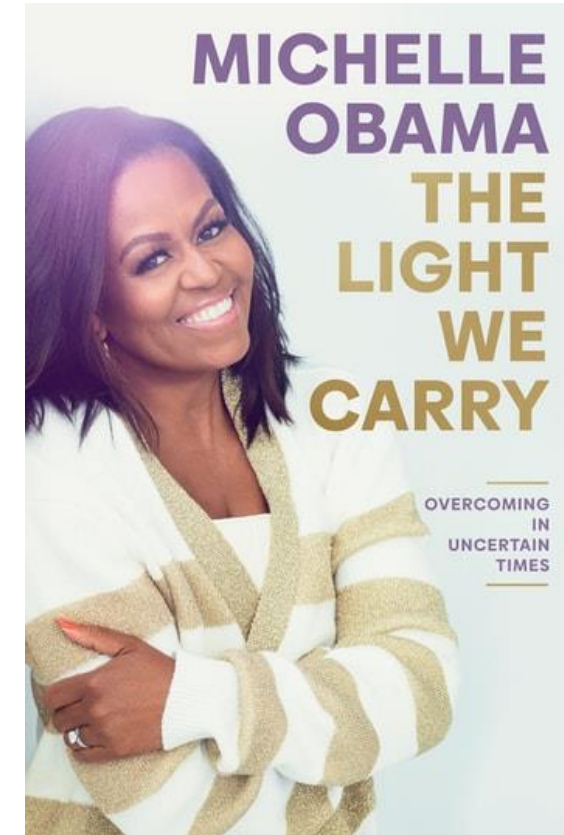
Christianna Elliott - Professional Experience Hub Coordinator (Queanbeyan Network)

Section 2 :

Setting up the lesson observation - Worked examples

Jacqui Hood - Professional Experience Advisor

It should go without saying that not every tool helps in every situation, or uniformly for every person. What's sturdy and effective for you may not be what's sturdy and effective in the hands of your boss, or your mother, or your life partner. A spatula won't help you change a flat tire; a tire iron won't help you fry an egg. (Though by all means, feel free to prove me wrong.) Tools evolve over time, based on our circumstances and growth. What works in one phase of life may not work in another. But I do believe that there's value in learning to identify the habits that keep us centered and grounded versus those that trigger anxiety or feed our insecurities. My hope is that you'll find things here to draw from—selecting what's useful, discarding what's not—as you identify, collect, and refine your own essential set of tools.



We do a lot of **'peopling'** in our every day.

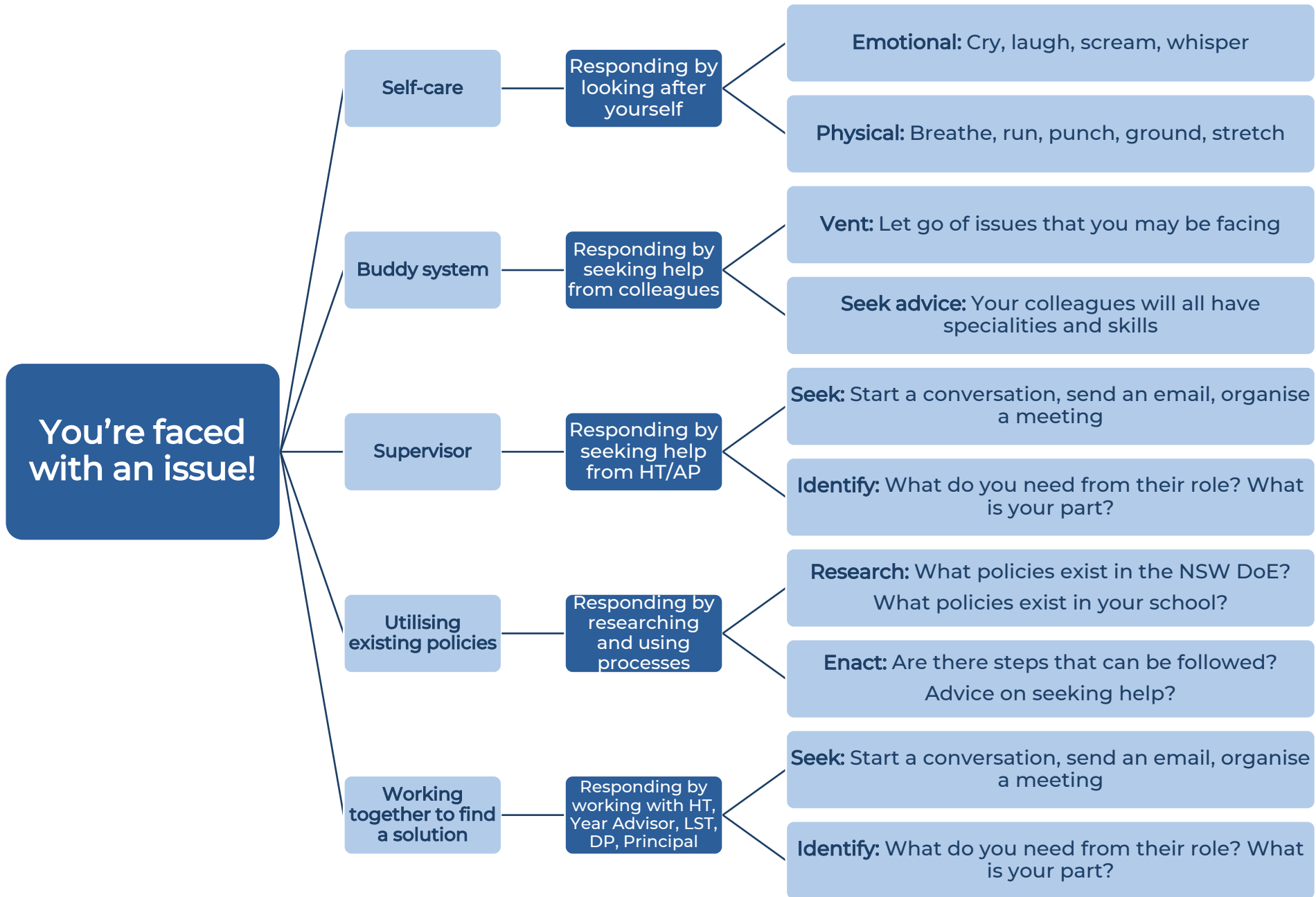
One of the key struggles in teaching is that we have to suppress our **authentic emotional responses**.

We are required to **engage professionally** with the system, with our students, with parents, and with our colleagues and supervisors.

Nobody teaches you these skills, they are learned on the job!



Choose your own adventure...



Scenario 1: Unwillingness to compromise

Tess and Mark have been collaborating on the development of an upcoming assessment task for at least two weeks. Tess and Mark have had two scheduled meetings with each other to converse about the planning and at least one follow-up email with a draft task attached.

Tess and Mark continue to disagree about one of the criteria of the task. They have each presented their point of view, but cannot seem to compromise on the criteria in order to finalise the task together. The deadline for issuing the task is approaching and the Head Teacher/Assistant Principal has asked for an update on progress from Tess and Mark.

What should Tess or Mark do next?

<p>Self-care</p>	<ul style="list-style-type: none"> • Take a brisk walk, to get some of the adrenaline out of your system. • Scream into a pillow or underwater, to let go of the frustration you're holding on to. • Cry!
<p>Buddy system</p>	<ul style="list-style-type: none"> • Seek advice from colleagues that may be on the course or who have issued a similar assessment task before. • Vent to a friend about your frustrations – Do they have any solutions for you? Or could they build your confidence to have a more explicit conversation?
<p>Supervisor</p>	<ul style="list-style-type: none"> • Speak with your Head Teacher/Assistant Principal about the task – with both yourself and your colleague present. • Email your Head Teacher/Assistant Principal about the task, including the attached draft. Present both opinions and seek to have a meeting to finalise criteria.
<p>Utilising existing policies</p>	<ul style="list-style-type: none"> • Familiarise yourself with the NSW DoE 'Curriculum planning and programming, assessing and reporting to parents K-12' policy • Familiarise yourself with the Australian Professional Standards for Teachers. • Familiarise yourself with the NESA requirements of assessment website.
<p>Working together to find a solution</p>	<ul style="list-style-type: none"> • Reflect on what you may need in order to compromise on expectation for the criteria. • Consider if you're feeling 'listened to' by your HT/AP and colleague, and if you require further advice or assistance.

Scenario 2: Feeling overwhelmed

Samantha is an early career teacher, who is a well-organised and very capable teacher. She has developed all of her teaching programs for the term, has most of her lessons planned in advance most weeks, tries to keep up-to-date with her marking and has responded to most of her emails. She has a good rapport with her colleagues and students.

It is mid Term 2. Samantha has not composed semester report comments before, but these are due in two weeks time. She has volunteered to contribute to the school's Aboriginal Education team, but has been asked to lead these meetings due to staff absences. Samantha is responsible for preparing Assessment Task 2 for the Year 9 English course by the end of next week, but finds conversations with her colleagues on this course tricky, because she tries to avoid conflict where possible. There is also a whole-staff meeting on later that week, where she will be pitching the Aboriginal Education team to colleagues across her school.

Samantha becomes overwhelmed by the expectations placed on her. She recognises a fast heart-rate and her body being clenched at the end of the work day. Her Head Teacher asks her how reports are coming along in the middle of the staffroom and she starts to cry. She runs to the bathroom, to avoid any conflict or conversation about the reports.

What should Samantha do next?

<p>Self-care</p>	<ul style="list-style-type: none"> • Engage in some mindful breathing, to ground the nervous system and bring the heart rate back down. • Engage in gentle stretching or find a space to lie down on the ground, until the body feels supported again. • Cry!
<p>Buddy system</p>	<ul style="list-style-type: none"> • Seek out a trusted colleague who is able to hold space for you, as you work through what might be triggering you. • Ask your colleagues what their priorities are during the busy period coming up – How do they manage the expectations? Do they have any resources to support you?
<p>Supervisor</p>	<ul style="list-style-type: none"> • Speak to the Head Teacher about how you are feeling and what you might need to support you during this challenging time. • Speak to the original organiser of the Aboriginal Education team and identify you are/aren't able to offer during this period.
<p>Utilising existing policies</p>	<ul style="list-style-type: none"> • Contact the Employee Assistance Program – speak through what is worrying you. • Reflect on the 'Beginning Teacher' policies from the NSW Department of Education – are you receiving the load allocation and funding to support you?
<p>Working together to find a solution</p>	<ul style="list-style-type: none"> • Speak with the Head Teacher regarding additional support with report comments, preparing AT2 and preparing for the staff meeting presentation. Are there resources or time that could be used to support these?

I have some concerns
or things I've been
worried about lately.

Is there a time that we
could chat privately?

I've tried everything
with this one student,
nothing seems to
work.

What would you do in
this scenario?

I'm not feeling
great at the
moment.

Could we catch up
over lunch?

I sent you an
email earlier this
week,
I just wanted to
follow up with
you...

I'm feeling really
stressed
at the moment.

Could we review my
priorities together?

Urgh! She never listens,
she's such a narcissist!

How do you deal with
this attitude every day?

A few of us have had XXX
issue this week.

Is there any chance I could
put this on the faculty
meeting agenda, for
discussion?

I've been working on
XXX.

Is there more
information on this
somewhere?

I was wondering,
is there a policy
or instructions
for how to follow
through on this
issue?

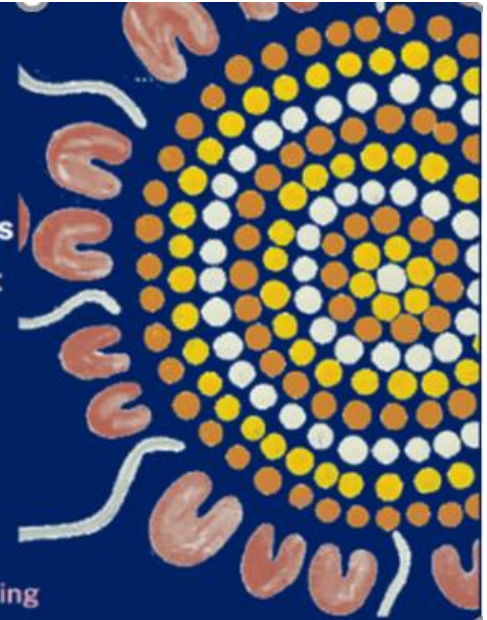
Where can I find further information?

Employee Assistance Program	How do I manage challenging conversations?	Respectful workplaces
<ul style="list-style-type: none"> • New teacher support - additional counselling for teachers during their first year of service - 1800 060 650 • If you are seeking immediate help, access Personal support 24/7 from Converge International for tailored, confidential counselling sessions - 1800 060 650 	<p>The NSW Department of Education provides further information about having 'challenging conversations' with colleagues and the school community.</p> <p>Further information can be found here:</p> <ul style="list-style-type: none"> • Preparing for difficult conversations • A teacher's guide to having difficult conversations with families 	<p>The NSW Department of Education provides a range of resources to support 'respectful workplaces'. This includes information about relationships, courageous conversations and managing challenging behaviour.</p> <p>These resources can be found by going to the following link:</p> <ul style="list-style-type: none"> • Respectful workplaces

Section 2

Setting up the lesson observation.

Worked examples



There are three distinct phases when using classroom observation as an ongoing improvement strategy as a beginning teacher

● Pre-observation meeting

- Focus the observation
- Review and guide planning

● Observing classroom practice

- Watch and record what you see and hear
- Collect student work samples

● Post observation professional conversation

- Activate the thinking of the beginning teacher
- Mentor

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- **Navigate our own professional development (PD) through professional observations.**

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Q & A

Designing and leading
your Professional
Development

- Christianna Elliott
- Jacqui Hood

• 1st March 2023

NSW Department of Education



Feedback poll and questions for chat

Don't show this slide. Create poll and post in chat feature

After completing this session, should we include it in the 2024 setting up for success series?

Yes / No

What was good about this presentation?

How could we improve it?

What will you start implementing after this session?

Any further comments or ideas?