

2022-23

Supporting New Teachers: Moral and Pragmatic Considerations Which Create Conditions for new Teacher, School, Student and Community Success



SASKATCHEWAN
TEACHERS'
FEDERATION

What we know...

- Teacher retention, especially the retention of beginning teachers, is an issue in education
- Teaching profession has a turnover rate higher than that of most professionals (Borman and Dowling, 2008; Harris and Adams, 2007; Roberson and Roberson, 2009)
- Need to pay attention to retention statistics as well as the telling comments of beginning teachers
- It is our responsibility to help new teachers be successful!



Remember...

"I can barely keep my head above water. My stomach is constantly in knots. I wasn't given my own classroom carrying all my books and supplies for the entire day. I am finding other teachers resent me being in their classroom during their prep period. I'm drowning in marking, and I have so much prep to do that I don't know when I'm going to get any sleep this week."

1. What stands out to you when you read this?
2. As a "soon to be principal," what might you do to mitigate the stressors alluded to in this quote?

This session will:

- Focus attention on the needs and realities of new teachers
- Shine a light on the primacy of supporting new teachers in your leadership work
- Identify resources to support you in your work with new teachers
- Provide an opportunity for focused dialogue regarding new teacher needs and opportunities for meaningful support



Welcome and Induction

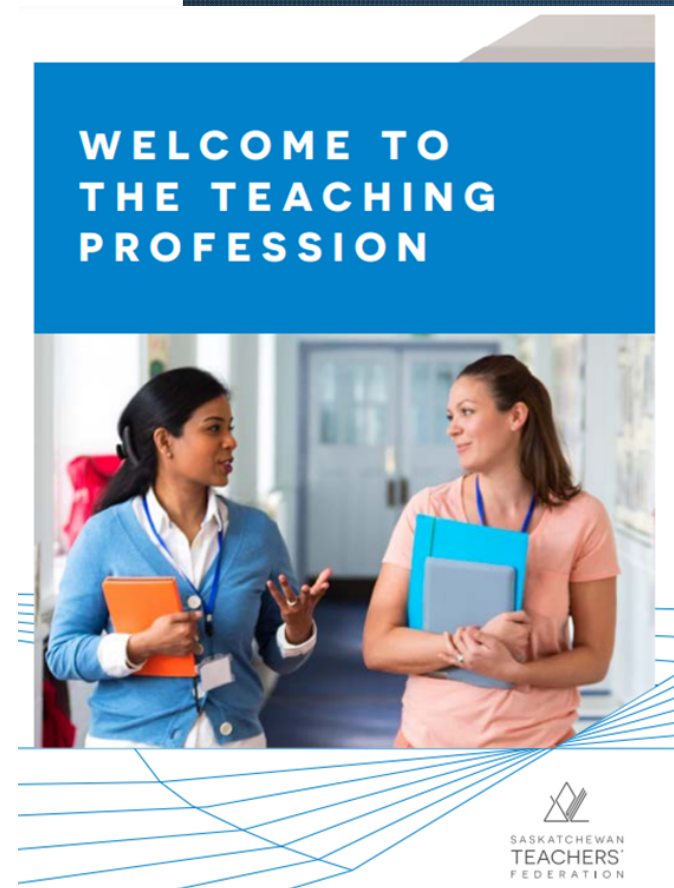
Who are your new teachers?

- Where are they coming from?
- Are there personal or logistical needs that should be addressed?
- Access to school, classroom and technology resources
- Social opportunity
- Community orientation



You Have Support

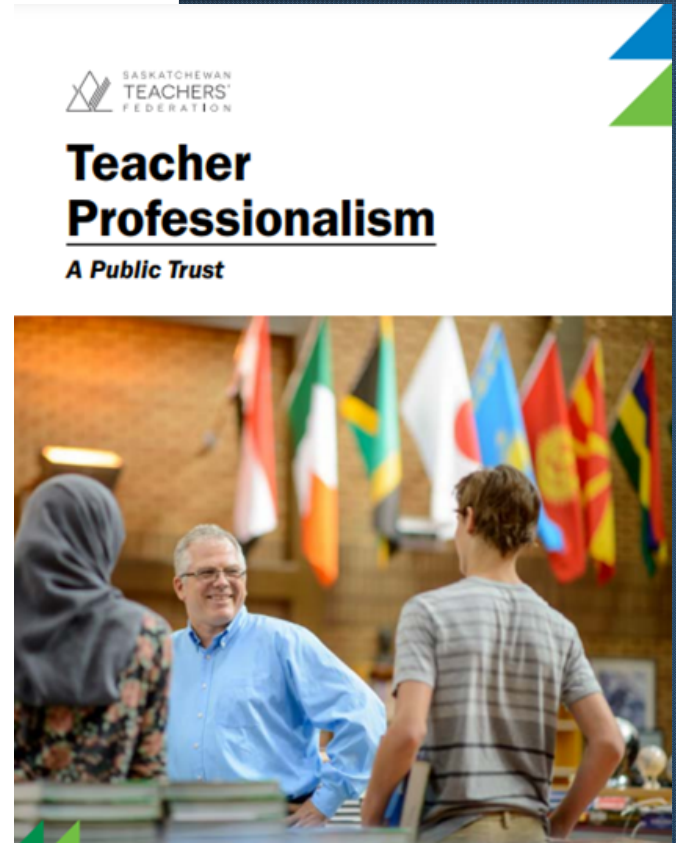
- Division superintendent and learning team supports – familiarity with what is offered. Reach out for specific support for new teachers
- STF resources and support:
 - *Welcome to the Teaching Profession* brochure
 - Website review
 - Other supports



New Teacher Professional Needs

Teacher Professionalism –

A Public Trust brochure





Competing Good Interests

- As principal you will be working with all staff to determine assignments and actualize what the work experience looks like for staff. As you begin dialogue with experienced staff related to their 'work experience,' their preferences for assignment may lead to less-than-ideal assignments for new teachers if honoured
- How do you prepare for these conversations?
- What is the biggest 'yes' that must guide your leadership?



Mentorship

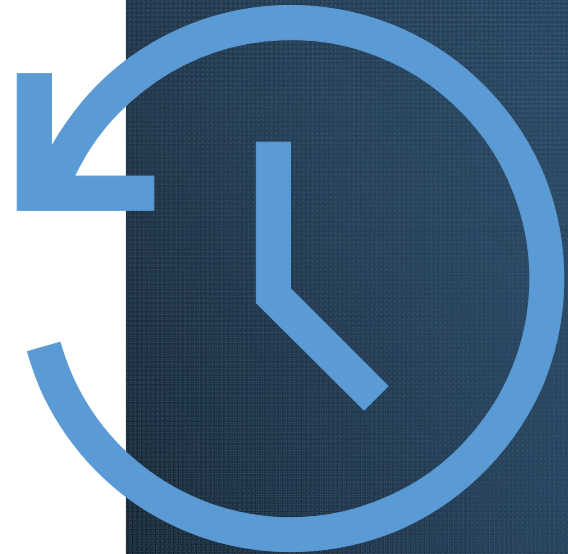
“For beginning teachers, the benefits of a mentoring experience include:

- Increased efficacy as problem solvers and decision makers.
- Higher engagement in collaborative exchanges.
- Increased likelihood of remaining in teaching.”

Lipton and Wellman, 2001

Conversations about Mentorship

- How have you been mentored in the past? How did it come about? What worked? What didn't?
- How might you assist a new teacher with mentorship in your school?
- Do you have any stories to share as examples of a great mentorship experience that you observed?



Supervision and Evaluation



PAY ATTENTION TO RELEVANT SCHOOL
DIVISION POLICIES AND
ADMINISTRATIVE PROCEDURES



REVIEW THE FIRST (AND SECOND YEAR)
TEACHER SUPERVISION PROCESS

Conversations about Supervision and Evaluation

How might you set up a new teacher for success in your supervision/evaluation processes?

What role to do play in that? What do you need to help your teacher(s) be successful?

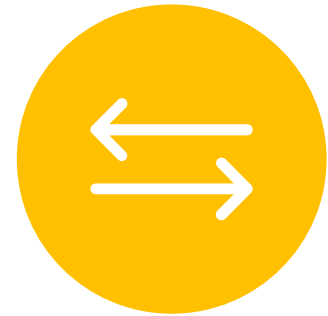
Small Group Chat



TOPIC: WHEN A NEW TEACHER IS STRUGGLING...



WHAT DO WE DO WHEN THINGS AREN'T GOING WELL FOR A NEW TEACHER? WHAT ARE SOME INDICATORS OF THAT?



HOW DO WE HELP THEM MOVE FORWARD? WHAT IS YOUR **INVESTMENT**? WHAT IS THEIRS?

When things are not going well...



Consider professional training in cognitive coaching or crucial conversations to enhance your skillset as a professional leader who can master learning-based conversations



Right Time – Right Place – Right Way



Encourage support of division and the Federation



Early support is important



Pick small targets for growth and celebrate success



Recognize – issues away from the school can have a causal effect on performance – Compassion means....

Wellness Considerations

- Federation recommended book resource:

The Well Teacher - Everything Teachers Need to Know to be Well and Stay Well in the Classroom

Wade Repta, 2018

- Never underestimate the value of a good conversation – plan for and schedule
- Be aware of available supports including the Federation

Group Discussion

- What does effective leadership look like related to new teacher support?

Considerations for Effective Leadership Related to New Teacher Support

- Communicate to your new teachers that you appreciate their efforts
- Ask for their input about how you can better support them. Have a few suggestions at hand in case they can't think of anything specifically. Sometimes we don't know what we don't know. Also, remember that beginning teachers may be reluctant to ask for help as they feel it may be an admission of their incompetence

Considerations for Effective Leadership Related to New Teacher Support, continued

- Articulate your expectations clearly. Make sure your expectations are realistic. It takes time for teachers to develop their craft. Induction programs can certainly accelerate teacher growth, but beginning teachers still need an extended period of time in order to become accomplished practitioners
- Make the new teacher feel welcome (go out for a coffee, ask how they are doing)
- Provide practical information about school year start up

Considerations for Effective Leadership Related to New Teacher Support, continued

- Sometimes just listen as we talk out our joys, frustrations, fears, hopes, etc.
- Share resources...we'll give them back (promise!)
- Provide positive input to reduce our anxiety
- Open, non-judgmental communications will build trust and rapport
- Schedule time to discuss issues and share ideas

Considerations for Effective Leadership Related to New Teacher Support, continued

- Ensure at least an equitable workload in terms of class size, number of preps and assignment of students with special needs. A reduced workload is even better
- Discuss the extracurricular load taken on by the beginning teacher. Because these teachers are in the process of learning to teach, ensure they have a manageable extracurricular workload.
- Be explicit about recognizing, encouraging and praising the efforts and the accomplishments of the beginner

Considerations for Effective Leadership Related to New Teacher Support, continued

- Make frequent visits to the classroom
- Assure beginning teachers that many of the challenges they face are typical for new teachers and they are not alone in experiencing difficulties
- Assure new teachers your door is open to them
- Share some of the challenges you faced as a beginning teacher
- Be particularly aware of the support needed for a teacher coming into a new teaching situation during the school year

STF Supports for New Teachers

Teachers In Their First Five Years | Saskatchewan Teachers' Federation

[Home](#) > [Teaching in Saskatchewan](#) > [Teachers In Their First Five Years](#)

[Teacher Professionalism](#)

[Collective Bargaining](#)

**Teachers In Their First
Five Years**

[Supporting the
Principalship](#)

[Member Support](#)

[Teacher Regulation](#)

[Inclusion, Diversity and
Human Rights](#)

[Substitute Teachers](#)

TEACHERS IN THEIR FIRST FIVE YEARS

Welcome to the Teaching Profession!

Ask any beginning teacher and you're likely to encounter the same answer: as invaluable as the theory they absorb during their university years, there's no substitution for the actual hands-on classroom experience.


This transition time is aided greatly by the teacher candidate program, operated through the College of Education in Saskatoon and the Faculty of Education in Regina. Similarly, the internship program, when able to tap into the practical knowledge of an experienced mentor, can also be invaluable.

Starting Out


Starting any endeavour can be daunting, but when beginning your career in the classroom you will need a lot more information, tools and resources to help you navigate your way than you could ever imagine or anticipate. Through ongoing feedback from teachers in their first five years and their colleagues, the STF has created many programs and resources that can help ease your way.

- [Member Support](#)
- [Collective Bargaining](#)
- [Pension and Benefits](#)
- [Professional Resources](#)
- [Teacher Professionalism](#)


RELATED DOCUMENTS

 [Teachers In Their First Five Years Quick Reference Guide](#)

PDF 392.16 KB

 [Your STF](#)

PDF 505.33 KB

 [Welcome to the Teaching Profession](#)


PDF 2.48 MB

 [Services et avantages sociaux](#)

PDF 2.45 MB

 [Maintaining Professionalism in a Digital World](#)

PDF 133.35 KB

 [Supercharge Your Support Event Postcard](#)

PDF 173.45 KB

Questions and Further Dialogue



Thank you and good luck!

We are here to support you
and your teaching staff.