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1.2. Beginning teachers' roles and responsibilities

Moira Hulme and Rachel O'Sullivan

Introduction

Schools are busy places and teachers are often required to juggle many tasks at once. Unit 1.1 provides some insight into what it is to be a teacher. This unit looks at what it is to be a beginning teacher in a secondary school and considers the school placement. We consider the importance of understanding school location and culture as you prepare to join a school community for the first time as a beginning teacher. We look at the relational dynamics of learning to teach, the expectations of beginning teachers in school and offer some guidance about your roles and responsibilities. The unit then considers how your development as a professional is likely to pass through significant changes over your initial teacher education (ITE) programme.

Objectives

At the end of this unit, you should be able to:

- identify key players who will support your professional learning during your school placement;
- prepare for your school placement by researching the environment external to the school;
- collect key information on school organisation, policies and culture;
- identify expectations, roles and responsibilities of beginning teachers in school;
- work collegially with other staff to support your professional learning;
- chart your development over your ITE programme and into the early career phase.

Check the requirements of your ITE programme to see which relate to this unit.

The key players in the school and your ITE programme

Before you start any school placement, it is important to know the key players in the school and your ITE programme. Although nomenclature may differ between schools and regions, the terms in **bold** in the first column of Table 1.2.1 are those used in this unit/book.

Table 1.2.1 Key players in your ITE programme

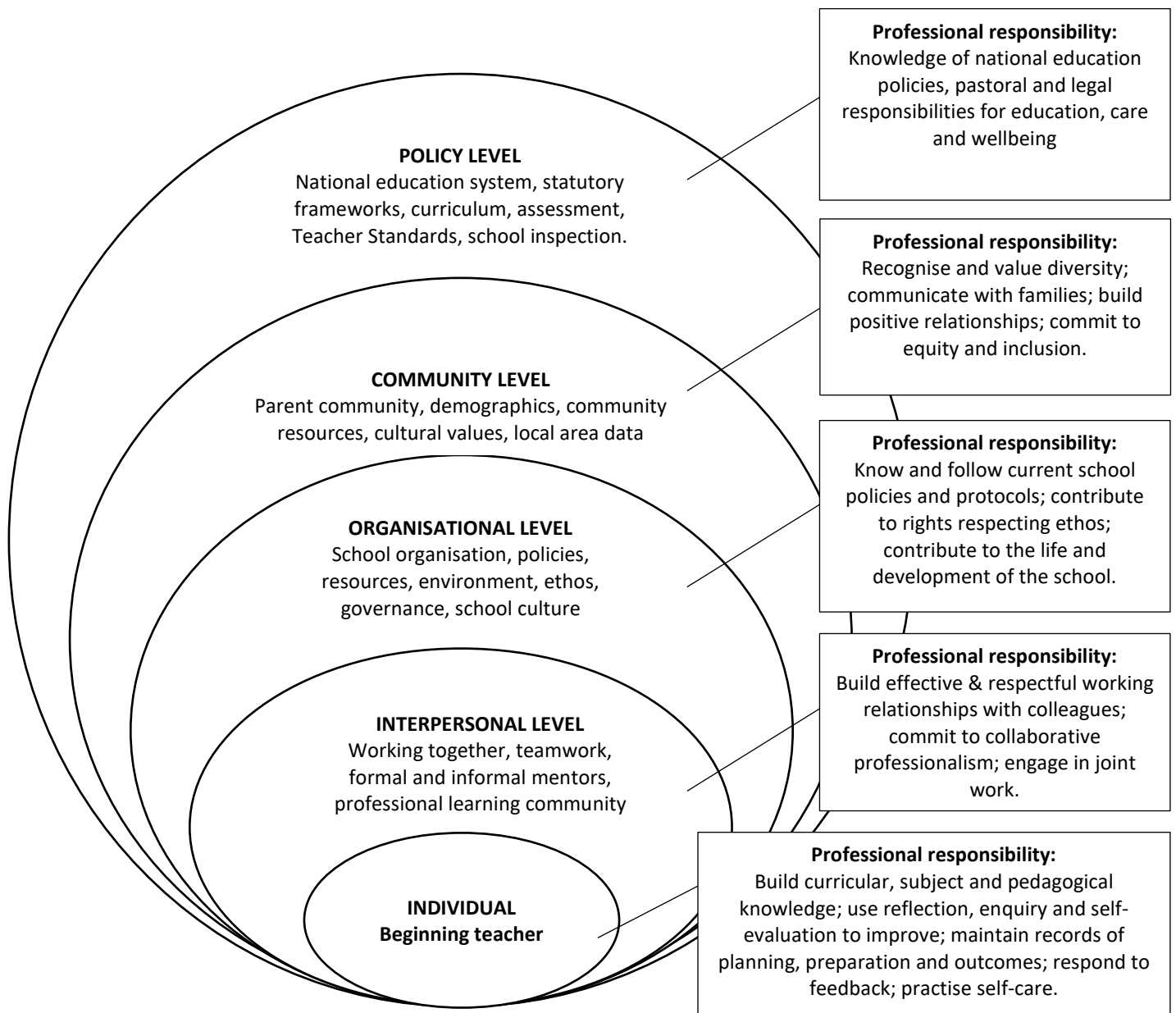
Key player	Roles
Headteacher/ Principal	Carries overall responsibility for the care of pupils, the quality of teaching and learning, strategic vision and school self-evaluation. Provides opportunities for professional learning for school staff. In England, has oversight of school-led initial teacher education (ITE) or chooses approved external partners in the collaborative delivery of ITE.
Professional mentor/ Coordinating mentor	Usually a senior member of staff who holds a variety of additional roles. Overall responsibility for beginning teachers in the school. Liaises with subject mentors and university tutors. Supports mentor development. Organises regular school-wide training sessions. Key contact for school-level policies, organisational structure and lines of accountability. Supports arrangements for beginning teachers to observe classes and undertake in-house training; organises beginning teachers teaching timetables (probably with the subject mentor) and access to professional activities outside timetable (e.g. staff meetings, pastoral work, extra-curricular activities, and consultation evenings).

Key player	Roles
Subject mentor/ Subject tutor/school-based mentor	Your first point of contact within the school. Organises your day-to-day learning in the department, timetabling and weekly meetings. Reviews your professional learning needs and provides subject-specific mentoring. Provides verbal and written formative and summative feedback. Identifies strengths, development priorities and sets targets. A key contact in terms of curriculum, lesson planning, schemes of work, and teaching timetable. Provides support for your well-being.
Class teachers	Teachers whose classes you are given responsibility for during your time in school. Your subject mentor may also be one of the class teachers. Key contact for class- and pupil-level information to support planning. Discuss homework routines, access to digital technology and learning resources. Liaise on the use of teaching assistants and other support staff.
Head of Department/ Head of Faculty/ Subject lead	Responsible for running the subject department/curriculum area. Line manager for subject teachers. Key contact for department-level data, policies and resources.
University tutor/Link tutor/Liaison tutor	Responsible for your ITE programme in the university. Reviews your targets and monitors your progress against the Standards. Maintains regular contact to support your in-school experience. Links university coursework with practical experience in school. Provides support for reflection and the development of your research and policy literacy.
Beginning teacher/ Trainee teacher/ Student teacher	Yourself. Maintain professional attitudes and behaviour with school staff and pupils: punctual, respectful and fair. Be proactive in seeking sources of support. Adhere to school policies and uphold school values. Plan and teach lessons, assess learning. Prepare for weekly meetings, complete required documentation, including records of professional learning. Respond appropriately to feedback and challenge.
SENCO Special educational needs co-ordinator	Responsible for overseeing the implementation of a school's SEN policy and coordinating provision for children with special educational needs and disabilities (SEND). Key contact to discuss additional support needs and inclusion.
Pastoral and safeguarding leads.	Leads the pastoral team (form tutors) who provide pastoral and emotional support for all pupils, overseeing welfare and facilitating pupils' personal development. The safeguarding lead ensures teachers carry out their safeguarding duties. Liaises closely with children's social care and other services that support children and families. Key contact for child protection and safeguarding policy. This policy to be read in conjunction with other school policies for whom a range of staff have overall responsibility: anti-bullying, e-safety, health and safety, sex and relationship education, behaviour policy, attendance procedures and the staff code of conduct that addresses staff-child relationships and communications including the use of social media and online platforms.

Navigating your placement

As you prepare for your first school placement, it is helpful to remember that you are joining a system of education that operates at many levels: individual, classroom, organisational, community and national policy levels. Home, school, community and culture all influence success in the classroom. Figure 1.2.1 uses a social ecological approach (Bronfenbrenner, 1979) to show how your development as a teacher is nested within the micro-, meso- and macro-systems of education. In the early stages of your school placement, you will initially be concerned with planning and preparation, the classroom environment and evaluating learning. In addition to developing a repertoire of effective teaching techniques, you will also be expected to demonstrate professional values and fulfil wider professional responsibilities. As you move from novice to more experienced teacher, and possibly eventually to teacher leader, your involvement in whole school activity and community engagement will increase.

Figure 1.2.1 An ecological approach to professional practice



Drawing on the ecological model above (Figure 1.2.1), the following four sections help you prepare for your school placement by taking an ‘outside-in’ view of your professional role. First, we consider

the significance of the locality and community resources and ask you to undertake a pre-placement contextual analysis of the environment around your school (TASK 1.2.1). Second, we focus on your first formal visit to your placement school as a beginning teacher and ask you to make an inventory of school policies and a note of the facilities you may need (TASK 1.2.2). Third, in the first weeks of your placement we ask you to dig deeper in your analysis of school culture and values using school ethnography as a mode of enquiry (TASK 1.2.3). Fourth, we reflect on the phases of professional development you are likely to experience during ITE and beyond. In particular, we emphasise the critical role of collaboration in supporting professional growth. We ask you to construct a map of all the connections and facilitators that can help to sustain your professional learning now and in the future (TASK 1.2.4). You can add to this resource as you progress through your initial teacher education programme. As you gain experience, revisit the ecological model (Figure 1.2.1). As you work with and alongside communities of practice, including your department team, the pastoral team, support staff, external agencies, you will be more aware of the range of your professional responsibilities and develop a deeper understanding of your wider role.

Community-level: school locality

We know that place and the communities built around them shape pupils' educational experiences and outcomes (Kerr, Dyson and Raffo, 2014). Children's development and learning is influenced by the interaction of factors inside and outside school (Darling-Hammond et al., 2020). You should always approach notions of 'community' with care. Communities can be diverse and dynamic with overlapping membership. The intake of secondary schools can draw on a wide and diverse catchment area. Pupils who live in close proximity to one another may have no connection outside school. Context matters to teachers as pupils bring diverse cultural resources or 'funds of knowledge' into school (Gonzalez et al., 2005). Skilled educators are attentive to such differences, value diversity, and work with others to develop caring and culturally responsive learning environments (see Unit 4.4 Responding to diversity).

As you prepare to join your placement school, the following questions posed by Thomson and Hall (2017) will help you to consider the interaction of place and school: 'How many neighbourhoods are inside this school? What is the relationship between the school and the surrounding area? What are the communities in this school? How are they connected?' (pp.77-78). Thomson and Hall suggest three techniques you could consider when getting to know the locality of your placement school: (1) a *neighbourhood walk* at different times of the day; (2) a *windshield survey* or drive around to take note of community facilities, e.g. housing stock, retail, transport, community services; and, (3) *asset mapping* (pp. 90-92). Asset mapping is a mode of enquiry that looks for strengths in the physical environment, local organisations, community groups, services and networks. The focus on community assets is intended to displace deficit views of 'problem' neighbourhoods that are sometimes an unintended consequence of initiatives that link education and disadvantage. For further information about education-oriented area-based initiatives, see Opportunity Areas in England, and Children's Neighbourhoods in Scotland. For community-building initiatives, see Families and Schools Together (FAST) in Wales and Northern Ireland.

In addition to direct observation, there is a wide range of open access online data sources that you can use to research the social and educational context of your placement school (see Table 1.2.2.)

Table 1.2.2 Sources of information about schools and their localities

<p>Indices of deprivation: England https://www.gov.uk/guidance/english-indices-of-deprivation-2019-mapping-resources Northern Ireland https://www.nisra.gov.uk/statistics/deprivation</p>
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Scotland https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/ Wales https://gov.wales/welsh-index-multiple-deprivation
Local area reports are available through Nomis, a service provided by the Office for National Statistics: https://www.nomisweb.co.uk/reports/localarea
School data and inspection reports: England https://www.gov.uk/school-performance-tables Northern Ireland https://www.etini.gov.uk/publications/type/inspectionreports and https://www.education-ni.gov.uk/services/schools-plus Scotland, School Information Dashboard: / Wales https://www.estyn.gov.wales/inspection

TASK 1.2.1 Contextual analysis

Conducting a contextual analysis of the school and local community is an important component of pre-placement preparation. Contextual analysis involves reviewing the external environment. Use the list of contextual influences below to write notes relating to your placement school. Consider specifically where you may need to do further research, or gather additional information to help you develop a full picture of your school's context. Add any additional categories that are relevant e.g., information gathered from a neighbourhood walk or windshield survey. Use the information in Table 1.2.2 to help source data.

Contextual influences/factors to include (not an exhaustive list):

- Socio-economic catchment area: resident employment, housing and health profile;
- Resident population, household composition and language, education outcomes;
- School national attainment measures over time;
- Number of pupils on roll and school capacity;
- Special features of your school e.g. religious designation, school type;
- Number of pupils eligible for free school meals;
- Numbers of pupils registered with special educational needs and disability;
- Numbers of pupils for whom English is an Additional Language (EAL);
- Pupil destinations;
- Pupil absence data;
- Most recent inspection outcomes.

Consider the implications for your practice in the school.

Organisational level: school organisation and culture

Ideally, you will visit a school at least once (in-person or virtually) before you start your placement. In addition to the information gathered before you set foot in school, you will have additional questions for the professionals who will be supporting you with practical teaching. It is important that you know how your school works so you feel prepared when you start teaching. You will want to learn more about the department you will be working with and the activities in which you are going to be engaged. Every school operates differently and gathering school- and department-level information on policies and practices will enable you to learn about the particular dynamics of your placement school. For example, how is behaviour managed? What is the policy for homework? Who would you report to if a child disclosed an issue of concern to you? Knowing information such as this will be significant in helping you settle in quickly. The geography of the building is important if you are going to teach in a large school, perhaps with several different blocks or operating on more

than one site. Secondary schools vary immensely in size and physical features, ranging from the small rural or special school with under 100 pupils to large schools with 2,000 pupils. Some schools are newly built or refurbished while others have more restricted facilities. Each type of building has advantages and disadvantages. On your visits (and later when you start in school), be sensitive to the affordances of the school estate and the patterns and protocols that govern daily life. See task 1.2.2

TASK 1.2.2 School policies and facilities

When you first visit your placement school, gather and read the school policies on:

- uniform
- equal opportunities
- behaviour management
- marking
- health and safety
- risk management
- safeguarding and e-safety
- IT systems and records management

As you tour the school consider:

- the layout of the building
 - the location of the facilities and resources you may need e.g. library/learning resources, subject base room, ICT technicians, site manager.
 - organisational strategies and routines e.g. daily briefing, meeting cycles, assessment calendar.
 - deployment of classroom assistants
 - the existence of any extended services e.g. breakfast club
 - the range of extracurricular activities
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When beginning teachers join a new school they are socialised into the ways of thinking and being that are appropriate in that setting. Its history, intake, locality, as well as the material resources, professional culture, learning culture and the external policy environment shape each school (Ball, Maguire and Braun, 2012). In your role as a beginning teacher, it is your responsibility to 'read' or make sense of your school. Taking on the role of school ethnographer will enable you to look anew at what might have previously gone unnoticed. Ethnography is the study of culture; in this case the norms and routines that shape school life. Taking an 'inquiry stance' will help you to make explicit any assumptions you may have about this new setting (Cochran-Smith and Lytle, 2009). A wide range of visual images and artefacts are available to the novice school ethnographer. Task 1.2.3 will help you to 'read the school' so that you can participate effectively as a new member of this learning community.

TASK 1.2.3 'Reading' the school

Make time in the first few weeks of your placement to review the features of school life listed below. Consider/make notes on:

- School website and official social media;
- School reception foyer, front office and other public areas;
- School corridor displays, banners and posters;
- Classroom displays/learning walls;
- School assemblies;
- Whole school behaviour policy;
- Staff code of conduct;
- Dress codes for pupils and staff;
- Use of school outdoor space, grounds, parking, signage (permitted/prohibited spaces);

- Use of pastoral space and withdrawal/referral rooms;
- Staffroom and subject base rooms – layout, seating, interaction, resources;
- Staff meeting agenda and minutes.

Use the following prompts to help you reflect on school culture and norms.

- What do your observations suggest about what is valued in this school?
- How do visual cues reinforce what is acceptable and out of bounds?
- Where do pupils enter?
- Where do visitors and staff enter?
- What do these visual and cultural artefacts suggest about the leadership style, priorities and learning culture of this school?
- What do they say about this school's vision of a 'good pupil', 'good teacher', 'good school' and the purpose of schooling?
- Which behaviours and attitudes are celebrated, disparaged or ignored?
- What have you learned about community engagement, pupil wellbeing and home-school relationships?
- How do the school ethos, teachers' values and commitments align with national policy trends and your own beliefs and values? (See Unit 7.1 Aims of education and Unit 8.3 Accountability).

Try to suspend initial judgement and interrogate the content and meaning of what you see. Make notes and discuss your observations with other beginning teachers and your tutors.

Interpersonal-level: collaborative professional learning

Taking on the role of a beginning teacher means forging and managing professional relationships with adults, as well as pupils. During your initial days in school, introduce yourself to staff you did not meet on visits before you started your placement, including teaching and support staff in your subject department and key personnel outside the department such as the headteacher, deputies/assistant heads, pastoral leaders, safeguarding lead and the special educational needs coordinator (SENCO). You will encounter support staff with a range of administrative and non-teaching roles such as attendance officers, technicians, careers advisors, cover supervisors and counsellors. Senior teachers in school will liaise with a range of external agencies and specialist practitioners including children's social care (e.g. Looked After Children; safeguarding issues), community public health nurses and school community police officers. Commit time to building a positive working relationship with school staff who are supporting you, observing your teaching and assessing your progress.

You are joining the profession at a time when classroom practice is becoming de-privatised and collaboration is encouraged. In the past, teaching was caricatured as a private practice and early career teachers might experience isolation behind firmly closed classroom doors. In the classic study *Schoolteacher*, Lortie (2002) used the metaphor of an egg crate to describe how the social organisation of schools compartmentalised learning and individualised teachers' practice. In contrast, the value of collaborative learning in communities of enquiry is now widely recognised, if not always fully realised in practice (Hargreaves and Fullan 2012; OECD, 2016). As a result, classroom observation is no longer the preserve of the student teacher. Beginning and experienced teachers can expect to benefit from mutual observation, collegial reflection and constructive feedback (see Unit 5.4 Improving your teaching). Secondary schools that are strong professional learning communities encourage within-subject and cross-curricular observation to support professional growth throughout the career course. While subject identity is important to the secondary teacher, teachers in different departments often share common pedagogical concerns and can learn from one another. Multiple perspectives can be brought to bear on common teaching issues when pupil

progress and wellbeing is regarded as a collective responsibility. During your school placement, you may encounter forms of structured observation and joint work including instructional or learning rounds (City et al., 2009) (group observation), learning walks (short focused observations), research lessons or lesson study (Dudley, 2016) (joint planning, observation and evaluation of lessons focused on a target area), guided viewing of digital video (Körkkö, 2021), as well as team, pair or co-teaching. As a beginning teacher you will be ‘stirred in’ slowly (Kemmis et al., 2017) perhaps through paired/trio/team teaching or taking part of a lesson or small groups, before moving on to take responsibility for whole-class teaching with the class teacher nearby (see Chapter 2 Beginning to teach).

Professional Standards across the four nations of the UK acknowledge the significance of working with others inside (and outside) school to enhance pupil achievement and wellbeing (For a summary see Table 1.2.3). The Teachers’ Standards and Early Career Framework in England note the role of teamwork in developing as a professional. The contribution of the wider community – teachers, support staff, parents and external agencies – is emphasised in Northern Ireland. The National Model of Professional Learning in Scotland promotes pupil and teacher learning as a collaborative practice. In Wales, collaboration is one of five Professional Standards - alongside pedagogy, leadership, innovation and professional learning (Welsh Government, 2019). In Scotland and Wales, experienced teachers are positioned as curriculum makers and are increasingly expected to work with others to generate department-, school-level and sometimes regional-level curricula resources (Priestley and Drew, 2019) (see Unit 7.2 The secondary school curriculum). From the start of your professional journey, you will use the relevant national Standards to assess your progress as an effective collaborator (see Table 1.2.3).

Table 1.2.3 Collaborative practice identified in professional standards across the UK

England	Northern Ireland	Scotland	Wales
<i>Teachers’ Standards</i> (DfE, 2011, p.13)	<i>Teaching: The Reflective Profession</i> (GTCNI, 2011)	<i>Standard for Provisional Registration</i> (GTCS, 2021)	<i>Professional Standards for Teaching and Leadership</i> (Welsh Government, 2019)
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Understand the significant roles of staff from school and from other agencies in the life of the child, and the need to interact with such individuals or agencies (p.26)	Enquiring and collaborative professionalism is a powerful force in developing teachers’ agency and delivering our commitment to engaging children, young people, their families and communities in the education process (p.4)	The teacher takes opportunities to work productively with all partners in learning in order to extend professional effectiveness (p.44)
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Consider the significance of parents as partners in the educative process and the need to communicate effectively with them (p.26)	Teachers in Scotland lead learning through using evidence collaboratively to inform teacher	Organised and constructive work with a range of colleagues to enhance learners’ experience is a consistent feature of the teacher’s practice (p.44)
Deploy support staff effectively	Recognise the		The teacher develops high quality relationships with

	<p>significance of the community in school life (p.28)</p> <p>Teachers will contribute to the life and development of the school, collaborating with teaching and support staff, parents and external agencies (p.39)</p>	<p>judgement and next steps for learners (p.5)</p>	<p>colleagues in order to have a positive impact upon learners' experiences within the school (p.45)</p>
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You are not alone on your ITE journey, support is available from a number of sources – the staffroom, your departmental colleagues, other beginning teachers, Twitter, teacher blogs and your ITE provider are just a few. National organisations provide support for beginning teachers as they progress to registration; these include the Chartered College of Teaching (England), General Teaching Councils (Northern Ireland and Scotland) and the Education Workforce Council (Wales). A wide range of specialist subject associations (e.g. the Council for Subject Associations, <https://www.subjectassociations.org.uk/>) support secondary teachers. Beginning teachers who network and work collaboratively talk of feeling supported emotionally and with their evolving pedagogy. The ease of connectivity through online platforms creates opportunities to 'e-meet', share and discuss practice. If opportunities already exist to join a community of practice, we encourage you to take advantage of these e.g. TeachMeets. If not, consider how you might establish a community of practice with other beginning teachers at your placement school, ITE programme or from within your subject area. Effective collaboration will almost certainly be significant in supporting your progress through your ITE programme and beyond.

As demonstrated above, teaching is essentially a relational and ethical activity. As a student teacher, you will interact with pupils to assess their learning needs and wellbeing. You will work closely with a team of teachers and support staff to address identified needs and refer concerns to your mentor and senior professionals. You will participate in communities of enquiry with your peers and mentors to discuss your experiences and professional development. When you are appointed to your first post, you will take responsibility for classes and work closely with age/stage/department/faculty leads in regard to curriculum, assessment and pedagogy. You will strive to foster positive home-school links. Outcomes for children are enhanced by effective collaboration and partnership work between educators, administrators, children's services, parents and families. Similarly, teacher learning and professional growth is enhanced when learning networks are strong and sustained across the career course. Hargreaves and O'Connor (2018) identify ten aspirational principles of collaborative professionalism in teaching (see Table 1.2.4; then complete task 1.2.4).

Table 1.2.4 Ten Tenets of Collaborative Professionalism

1. <i>Collective autonomy</i>	Teachers are given authority to make decisions about professional practice.
2. <i>Collective efficacy</i>	Teachers believe that together they can make a real difference to pupils' learning and lives.
3. <i>Collaborative inquiry</i>	Teachers work together to problem solve and reflect critically on issues of common concern.
4. <i>Collective responsibility</i>	Teachers acknowledge mutual obligation and shared accountability.

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|---|--|
| 5. <i>Collective initiative</i> | Improvement is a community effort to which all can contribute. |
| 6. <i>Mutual dialogue</i> | Openness to constructive feedback and reciprocal learning. |
| 7. <i>Joint work</i> | Working together to support learning and improvement. |
| 8. <i>Common purpose</i> | Shared commitment to help pupils reach their potential and flourish. |
| 9. <i>Collaborating with pupils</i> | Teachers involve pupils in decisions about change. |
| 10. <i>Big-picture thinking for all</i> | Shared vision about the direction of change. |

(Source: adapted from Hargreaves and O'Connor (2018) pp.6-7)

TASK 1.2.4 Network map

During your school placement, consider how far each of the tenets of 'collaborative professionalism' (Hargreaves and O'Connor, 2018) are evident. As you become familiar with your school placement environment, make notes and collect examples of the practices and places where collaboration takes place e.g. department office, staffroom, corridors, meetings. Does collaboration have to occur formally for it to be most effective? Which of the ten principles do you recognise from your daily experiences in school? In what ways do teachers realise these principles in action? How do teachers use their time in collaborative ways? What are the main drivers of collaboration? What are the main barriers that inhibit greater collaboration and how might these be overcome? Use your notes to draw a network map of all the connections you have with other adults in school and the links you have with other people and organisations that support your professional learning outside school. What does your professional learning community look like? Who or what is missing? How could your learning network be strengthened? What support do you need for this to happen? Keep a copy of this map in your file. Discuss it with formal and informal mentors in school and add to it as you progress through your ITE programme.

Individual level: your professional learning journey

As you begin your ITE programme, remember it is 'initial' teacher education; the start of what will hopefully be a long and fulfilling career through which you will continue to learn, reflect, evolve and improve. Beginning teachers do not commence their ITE journey from the same starting point. For example, you may have spent a number of years working as a Teaching Assistant (TA) or you may have worked with young people outside a school context. You may have decided to change career after years in industry or you may be starting your ITE straight from your undergraduate degree with little experience of working with young people. Whatever your starting point, your ITE programme is designed to offer opportunities and experiences of, and insight into, the world of school and the busy, varied and challenging life of a teacher.

As you start your placement, it is your responsibility to be organised. You must provide lesson plans in good time, arrive for lessons with all the necessary equipment/resources and communicate effectively and efficiently with colleagues, tutors, pupils and parents. You are required throughout your placement to evidence your progress against the standards relevant for your programme. Gathering evidence of your progress may start slowly, this is to be expected, but it is important that you know and understand the expectations of the standards and work throughout your placement to demonstrate how you are meeting the standards. This may include, for example, a write-up of having attended a consultation evening, your contribution to a whole-school event or a thank you card from a pupil or parent. Other evidence is drawn from your lesson plans, your evaluations and observations carried out by your subject or professional mentor. It may be possible to digitally record part of your lessons to provide additional evidence, but before doing so be sure to check this

with your school’s policy on recording. Many schools now use video platforms such as IRIS Connect to record and share classroom video. Be proactive. It is better to have a wealth of multi-modal evidence gathered throughout your school placement(s) from which you can select your best practice than realise in the final weeks of placement that you have insufficient evidence in some areas. Remember, keeping your folders (e-portfolios and/or hard copies) in good order is essential. You are required, throughout your placements, to be reflective and reflexive as you plan, prepare, teach and evaluate your lessons. Cultivating habits of reflection, target setting and self-evaluation during ITE will help you to sustain your professional learning into induction and the early career phase (i.e., the first three years of teaching).

You are not expected to progress systematically, in an orderly fashion through the standards, moving from one to the next. Your progress will be unique to you; avoid drawing comparison with other beginning teachers and do not expect your progress to be linear. You may grasp some aspects of teaching quickly and thrive as, for example, you establish a positive climate for learning and demonstrate your ability to differentiate tasks through your planning. However, you may struggle to, for example, incorporate effective assessment into your teaching, or you may find that your subject and curriculum knowledge is limited. Do not fear! Be honest with yourself about where your experience is limited and your knowledge is lacking. Discuss with your subject mentor and professional mentor how you might address gaps and reflect on what you could do differently or do better, to support your progress. It is likely that you are required to work on a subject knowledge audit as part of your course, if not we encourage you to create your own audit to help you identify where work needs to be done and to help you keep check of your progress.

As a beginning teacher you progress through phases of development throughout your ITE programme. In the first weeks, it is not unusual to experience insecurity with respect to self-image. As you gain experience and skill, your attention shifts from your exposition, timing, and materials to noticing and appraising the impact of your decisions on pupil learning. Table 1.2.5 identifies three phases of development experienced by beginning teachers in the early stages of practical teaching. These reflect the transition from a concern with self and belonging, to a focus on the whole class, to a focus on individual pupils (Capel, 2019, p.37). You progressively shift your attention from a narrow concern with self-identity, survival and control, to develop a repertoire of strategies that can be adapted to range of circumstances to promote whole-class and individual pupil learning. With support and reflection on practice, you will move from a preoccupation with ‘surviving’ to assessing your efficacy and impact as an educator.

Table 1.2.5 Phases of beginning teacher development

Self	→	Class	→	Pupil
Self-image and class management		Whole-class learning		Individual pupils’ learning
How do I come across?		Are the pupils learning?		What are the different needs of my pupils?
Will they do what I want?		What are the learning outcomes?		How effective are my strategies for ensuring all pupils learn?
Can I plan enough material to last a lesson?		Am I achieving my objectives?		How can I find out?
		How do I know?		

Make the most of your time on school placement to gain as much experience of school life as possible. Speak to many different colleagues, not just those you work with closely. Talk to teaching assistants and non-teaching staff, the SENCO, and pastoral and safeguarding leads. Offer to support, or set up, extra-curricular clubs or activities and get involved in the wider life of your school. The experiences you gain outside the classroom where you contribute to the wider life of school are valuable and help you establish positive relationships with your colleagues and pupils while at the same time helping you evolve into the teacher you want to be (see Chapter 8 Your professional development). Don't be afraid to take risks, try new ideas and different approaches as you explore what works well for you, as you learn and progress.

Whether you have significant school-based experience, or you have not been in a school since your own school days, your ITE is going to be a challenge. The workload is significant, your days long and the pressure, at times, is intense; you may even question whether you have made the right decision to embark on a career in teaching. It is for these reasons that it is of utmost importance that you make time to focus on your mental health and well-being and look after yourself. Establish boundaries and determine a time each evening when you will stop work. Your pupils do not benefit from a sleep-deprived teacher. Set aside time to do things that you know support your well-being, whether that be exercise, baking or catching up on a box set. Do not struggle on alone, talk to your colleagues, your peers and your mentors; they all understand something of your experience and will be able to offer advice and support. Teachers often find it difficult to switch off from work so prioritise a manageable work-life balance from the outset, start as you mean to go on. Pupils need energetic, enthusiastic and positive teachers so think about and plan time to rest, recharge and restore. Do not underestimate the importance of taking care of yourself, not doing so is likely to lead to burn-out, stress, illness and absence and no one wants that, least of all you (see Unit 1.3 Developing your resilience, managing stress, workload and time).

Some advice from beginning secondary teachers approaching the end of their ITE programme is offered in Figure 1.2.1.

Figure 1.2.1 Advice from early career teachers on navigating your first placement

Be **kind** to yourself and don't expect to be an expert. Go in with an open mind and use your colleagues' suggestions to help you improve. You need the right attitude to grow.

Be **patient** with yourself. You will make mistakes but that's how you learn!

Talk openly to your mentor. They really want you to succeed. Ask if you are unsure.

Be **organised**. Get a teacher's planner – my mentor gave me one in week two and boy did it make things so much easier!

Be **prepared** – email, or give paper copies, of everything in advance of mentor meetings so you aren't fiddling around trying to find things – it gives a bad impression that is hard to improve on. Ask your mentor to email anything they want you to do for the week, so you have that in writing.

Observe as much as you can. Use free periods to observe other subjects. Speak to staff.

Get involved with anything you can to support the school and be smiley and approachable! Sounds simple but smiling and saying 'good morning' goes a long way.

Don't get involved in staffroom politics - it doesn't reflect well on you! Try not to get involved with complaining about pupils in the staffroom.

Be intentional about your wellbeing. Turn off at a reasonable time at night. Make sure **you look after yourself**.

SUMMARY AND KEY POINTS

This unit has touched on your multiple, changing roles and responsibilities as a beginning teacher. We hope that it has given you a better understanding of:

- the preparation you can do prior to school placement;
- what you need to do and how you will be supported during school placement;
- the expectations of you, your roles and responsibilities in school and as a professional;
- the phases of beginning teacher development over your ITE programme.

As a result, we hope this has given you a better understanding of your development as a teacher. Check which requirements for your ITE programme you have addressed through this unit.

Further resources

Capel, S., Lawrence, J. Leask, M. and Younie, S. (eds.) (2019) *Surviving and Thriving in the Secondary School: The NQT's Essential Companion*, Abingdon: Routledge.

Hulme, M., O'Sullivan, R. and Smith, R. (eds.) (2021) *Mastering Teaching. Thriving as an Early Career Teacher*, Buckingham: Open University Press.

These two books are designed to support newly qualified teachers in the next phase of development as a teacher. However, you may find them useful as they cover aspects of teaching not included in this book that, nonetheless, you experience on your ITE programme.

Hargreaves, A. and O'Connor, M.T. (2018) *Collaborative Professionalism. When Teaching Together Means Learning For All*, Thousand Oaks, CA: Corwin/Sage.

This accessible book explains the importance of working with others in education to articulate and realise common goals. A wealth of classroom, school and district-level examples and strategies are used to illustrate the value of collaboration in teaching well.