



Source = <http://www.alt-teachercert.org/Working%20Alliance.html#Working%20Alliance>

Becoming a professional incorporates both external requirements and internal self-conceptualizations. An individual's self-conceptualization associated with a career role can be viewed as one's professional identity. Professional identity issues deal with professional socialization and development, person-environment fit, and a developmental process of maturation. Effective mentors can assist beginning teachers to deal with the stages of development as professional educators by helping them work through both personal and professional challenges of the teaching profession.

Mentors play a critical role in the development of beginning teachers' professional identity. As beginning teachers move through developmental stages, mentors' responses and approaches change and adapt to these stages. Nelson and Quick (1997) have attempted to capture the essence of beginning teachers' personal and professional developmental changes by noting four stages of the mentor-protégé relationship including initiation, cultivation, separation, and redefinition.

This mentoring relationship requires a "working alliance" for learning to occur. In building this working alliance, both the mentor and the beginning teacher need to exercise strong interpersonal skills in the following areas:

**Attending and Listening** – Attending is the awareness of non-verbal behavior. Active listening is used to hear similarities and discrepancies among the beginning teacher's thoughts, feelings, and actions. Also, listening for specific aspects of the beginning teacher's behavior that needs to be initiated, strengthened, or modified.

**Reflecting and Clarifying** – This category focuses on the systematic and deliberate emphasis on certain types of content that relates to a goal within the mentoring relationship. This is accomplished by using interpersonal skills to paraphrase, to summarize, and to mirror both the feelings and meanings of the beginning teacher.

**Challenging and Confronting** – The mentor can be challenging and confronting not as an adversarial approach but as a means to help the beginning teacher face reality and consider alternatives. When confronting, the mentor should be specific, direct, and non-evaluative. These skills are used as an invitation to examine, modify, or control an aspect of one's behavior.

The working alliance between the mentor and the beginning teacher is an important relationship enacted through a dialogue. Therefore, the communication skills of both participants are critical to the process of effective mentoring. These skills (i.e., attending and listening, reflecting and clarifying, challenging and confronting) are essential tools for developing the working alliance and interacting within the relationship. Consequently, ACP program directors may need to ensure that both parties of this relationship have these skills by providing inventories and/or professional development classes or workshops in human relationship skills.

[\[Index\]](#)

#### References

- Berliner, D. C. (1988).** *Implications of studies of expertise in pedagogy for teacher education and evaluation.* Paper presented at the 1988 Educational Testing Service Invitational Conference on New Directions for Teacher Assessment, New York City, NY.
- Blau, G. L. (1987).** Using a person-environment fit model to predict job involvement and organizational commitment. *Journal of Vocational Behavior, 30*, 240-257.
- Bretz, R. D., Jr., & Judge, T. A. (1994).** Person-organization fit and the Theory of Work Adjustment: Implications for satisfaction, tenure, and career success. *Journal of Vocational Behavior, 44*, 32-54.
- Cordeiro, P. A., & Smith-Sloan, E. (1995).** *Apprenticeships for administrative Interns: Learning to talk like a principal.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Covey, S. R. (1997).** Modeling and mentoring. *Executive Excellence, 14*, 3-4.
- Dawis, R. V., & Lofquist, L. H. (1984).** *A psychological theory of work adjustment.* Minneapolis, MN: University of Minnesota Press.
- Egan, G. (1998).** *The skilled helper: A problem-management approach to helping* (6th ed.). Pacific Grove, CA:

## Yes it will be stressful

- Your first experience in the classroom will most likely be stressful BUT if you plan ahead there is no need to worry
- Right in that first statement is one of the best strategies you should use to help you through the rest of your years as a teacher - **Plan Ahead**
- **A very common proverb used by many management specialists is "one hour of planning saves three in execution"**
- I know you will be tempted but "execution" means implementing a plan - you are not allowed to execute your principal, your peers, your students or their parents :^)



### Beginning Teacher Induction Programs: Saving Our Teachers

[http://www.pbs.org/teachersource/whats\\_new/science/apr01.shtm](http://www.pbs.org/teachersource/whats_new/science/apr01.shtm)

Andy has always loved science and cares about kids. He wanted to make science relevant to young people and "turn them on to science." Armed with a sterling undergraduate academic record in science and math, and the requisite teaching certificate from his state, Andy entered the teaching profession with a desire to make a difference in the lives of his students. He was excited, energetic, and enthused. He possessed the capabilities and the passion necessary to make a great teacher.

Yet, one year later, Andy is seriously thinking about leaving teaching. He is already "burned out." During his first year at a suburban high school, he taught two senior physics classes, two freshmen algebra classes, and a mixed level geology class. His total class load was 147 students. Because of a shortage of classrooms, Andy shared space with two other teachers in two different classrooms and used a rolling cart as a desk. He also served as the freshman class sponsor and coached track and field. Exhausted by trying to manage so many students and by the unceasing demands of teaching, Andy feels alone and depressed and wants out.

The bad news is that Andy's story is played out again and again across the country as beginning teachers face the reality of the modern classroom. Andy's experience is one that is mirrored by thousands. Research has shown that one in five teachers leave the profession within the first three years (Olson, 2000).

The good news is that school districts are doing something to confront this alarming educational statistic and to help beginning teachers like Andy. The school districts that have instituted formal induction programs to support and guide teachers have discovered that teachers in their beginning years, when supported by induction programs, are twice as likely to stay in the classroom than those rookies who go it alone (Olson, 2000). In addition, induction programs help counterbalance the effects of teacher shortages, including critical shortages in math and science.

Guided by research that shows that many new teachers, like Andy, are willing to forgo bigger salaries if their schools provide them with collaborative learning cultures, various models of induction programs have sprung up around the country. The models differ in content and in execution, but all attempt to address the needs of beginning teachers as summarized by Veenman (1984).

Veenman gathered all the research on beginning teachers in a study that showed beginners are far more concerned about self-adequacy than pedagogy and student learning. This need for feelings of adequacy may reinforce another emotion often expressed by beginners: an overwhelming sense of isolation, perhaps made worse by the beginners' reluctance to ask for help. As beginners struggle to feel adequate as teachers, it is not surprising that classroom management and the motivation of students ranked as the two highest concerns of beginning teachers as they negotiated their first year. Teachers who, like Andy, sought out the classroom because of their love of science or English literature, find that student behavior becomes their preoccupation.

Two programs, located at either end of the country, one in Virginia and one in California, have tried to tackle the problem of supporting new teachers. Both have implemented far-reaching support programs to help beginning teachers master the strategies necessary for effective and rewarding teaching practice.

California's **Beginning Teacher Support and Assessment Program**, implemented in 1998 as a response to the need for over 250,000 new teachers in that state, provides for "support providers," specially trained veteran teachers who work with beginners in a supportive, coaching environment. The new teachers receive mentoring help that includes classroom observations, pre- and post-conferencing, and the writing of action plans. California's program saw the involvement of 6,000 veteran teachers and 10,000 beginners in the 1998-1999 school year, as the state devoted \$67.2 million to build a statewide system of support for new teachers.

Fairfax County Public Schools in Virginia instituted their **Great Beginnings** teacher induction program six years ago. Located in the Washington, D.C. metro area, Fairfax is a growing district annually hiring over 2100 teachers to join over 10,000 teachers working with 160,000 students in a highly diverse setting. Like California, the Fairfax model incorporates many of the elements research has said is important to success in supporting beginning teachers.

For example, new teachers are offered an after-school course in conjunction with other beginning teachers in their curriculum area (at secondary) or in their grade level (at elementary). Taught by trained "teacher coaches" selected for their outstanding

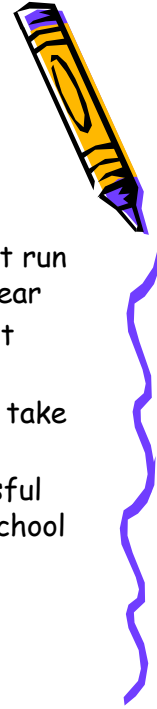
Pedagogy is important but  
planning is the first principle  
of good pedagogy

- Only the third slide but you might be noticing a common theme??
- Plan how you will build your plan
- Plan your year
- Plan your month
- Plan your day
- Plan your lesson



# It is September Protect Your Health!

- This may seem like it might be out of place but it is pretty common for teachers to "catch a cold" or "get run down" in the first weeks and months of the school year
- It is hard to be an effective teacher when you aren't feeling well
- Remember your Mom's advice - wash your hands and take care of yourself
- September is a busy and important month: a successful September is a critical first step for a successful school year



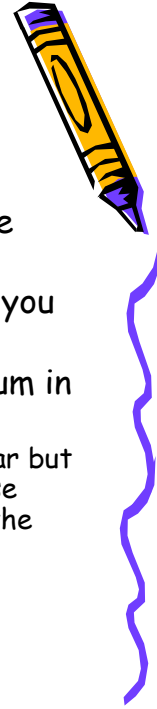
# Classroom management and planning

- Back to a common theme
- Classroom management skills take time to for the new teacher to master
- The first step to prevent classroom management troubles is making sure you have a plan for your year, your day and your lesson
- There will be more ideas on classroom management a bit later



# The program of studies is your friend

- This is the first place you need to visit before building your long range plans
- Clearly identify what the curriculum requires you to cover
- A good starting point is to break the curriculum in to 7 pieces or sections
  - Why? There are about ten months in the school year but be wary about September, January and June - these three months can easily cause problems with even the best yearly plan!



## Find a friend Find a mentor

- Once you have looked at the program of studies and have started a long range plan get some input from your peers
- Always ask!!!! When building your long range plans ask around to see if anyone in your school, your division or other teachers you know have any long range plans they are willing to share with you



## Check the calendar

- You have the first pieces of your long range plans now check your calendar
- Consider the impact of the holidays and other calendar events on the timing of your lessons
- Teaching is kind of like comedy - timing is everything



## Build your units

- Now you have some ideas for the timing and content of your long range plans, it is time to finalize the "big chunks" of your long range plans
- Structure your units so you can logically time, structure and link the curriculum content to the weeks and months of the school year



## So now I have a long range plan?

- Not quite yet
- Now is the time to consider the ten most dreaded letters for many new teachers
- R.E.P.O.R.T. C.A.R.D.S.
- Before you finalize your long range plans you need to consider the assessment requirements that need to be in place to measure success
- Talk to your principal - know when the reporting deadlines are, how you need to record achievement and attendance
- You have a professional responsibility when it comes to attendance and assessment - the best strategy to ensure you meet those responsibility is to **PLAN, PLAN, PLAN**



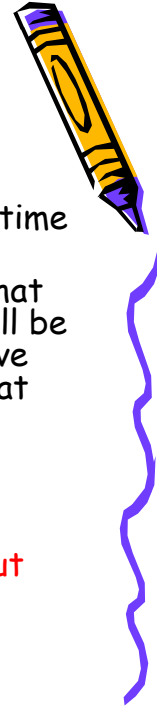
## Are we done yet?

- If you have your units structured to fit in to the school year **and** you have planned how you will assess student achievement **and** you have planned for how you will report student achievement **and** you have ensured that all the required curriculum content is covered **and** you have reviewed your plan with your principal **THEN** you have some good long range plan



## Plan your months

- Now you have a good long range plan now it is time to plan for building your daily lesson plans
- Think about the months ahead, think about what you will be presenting, the assignments you will be giving your students, grading the work you have assigned, report cards and everything else that might impact on your daily lesson plans
- You may want to do some formal planning document for this or just spend a few hours thinking about the days ahead
- Another theme - **ask your peers for their input and ideas**



# Back to the basics

## The Lesson Plan - Part One

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. While there is no one way to construct a correct lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- the title of the lesson
- the amount of time required to complete the lesson
- a list of required materials
- a list of objectives. These may be stated as behavioral objectives (what the student is expected to be able to do upon completion of the lesson) or as knowledge objectives (what the student is expected to know upon completion of the lesson)



[From Wikipedia, the free encyclopedia](#)

There are many online listings of lesson plans, including:

[Lesson Plans Page](#) - Collection of 20,000 lessons.

[Lesson Plan Archive](#) - Lesson plan archive in wiki format.

[Lesson Plan Library](#) - The Lesson Plan Library offers kindergarten, elementary, middle school and high school lesson plans for all major school subjects.

# Back to the basics

## The Lesson Plan - Part Two



- the set or lead-in to the lesson. This is designed to focus students on the skill or concept about to be instructed. Common sets include showing pictures or models, asking leading questions, or reviewing previously taught lessons
- the instructional component. This describes the sequence of events which will take place as the lesson is delivered. It includes the instructional input—what the teacher plans to do and say, and guided practice—an opportunity for students to try new skills or express new ideas with the modelling and guidance of the teacher
- independent practice. This component allows students to practice the skill or extend the knowledge on their own
- the summary. This is an opportunity for the teacher to wrap up the discussion and for the students to pose unanswered questions



[From Wikipedia, the free encyclopedia](#)

<http://en.wikipedia.org/wiki/Lesson>

### Lesson

From Wikipedia, the free encyclopedia.

Jump to: [navigation](#), [search](#)

A **lesson** is a structured period of time where [learning](#) is intended to occur. It involves one or more [students](#) (also called pupils or learners in some circumstances) being taught by a [teacher](#) or instructor. A lesson may be either one section of a [textbook](#) (which, apart from the printed page, can also include [multimedia](#)) or, more frequently, a short period of time during which learners are taught about a particular subject or taught how to perform a particular activity. Lessons are generally taught in a [classroom](#) but may instead take place in a [situated learning environment](#).

In a wider sense, a lesson is an insight gained by a learner into a previously unfamiliar subject-matter. Such a lesson can be either planned or accidental, enjoyable or painful. The colloquial phrase "to teach someone a lesson", means to punish or scold a person for a mistake they have made in order to ensure that they do not make the same mistake again.

### Contents

[hide]

[1 Types of lesson](#)

[2 Lesson plan](#)

[3 Etymology](#)

[4 See also](#)

[5 External links](#)

[[edit](#)]

### Types of lesson

There are many different formats and structures of lessons:

One teacher/instructor with many students

Private tuition (one-on-one teaching)

No teacher presence, perhaps a formal learning time with use of textbooks or multimedia

Pre-recorded tapes have been a popular method of learning, particularly for foreign [languages](#) and modern techniques such as [video conferencing](#) have allowed teaching to be undertaken without the students or teachers being in the same room.

[[edit](#)]

### Lesson plan

Teachers and instructors usually have a [lesson plan](#) which dictates the structure of the teaching. A group of lessons may be linked together in a unit plan or scheme or work. The detail of the plan may vary with some being a simple list of what is going to be taught in a lesson with others working including much more detail, such as a time plan and the learning aims and objectives. Student teachers and beginning teachers are usually advised to put a great amount of detail into the written plan. This ensures that the plan will be cohesive, that all the components of a successful lesson are taken care of, and that one has a checklist to ensure that practicalities are taken care of (e.g. resources, scheduling, and [classroom management](#) considerations). Furthermore, beginning teachers are often advised to script some sections for themselves, such as questions they might ask the students in order to get a discussion going at the beginning of the lesson. The expectation is that the teachers can and should depart from the script when appropriate; improvisation is definitely encouraged and the fact of having written it out in advance ensures that an adequate amount of thought has been put into it ahead of time. Another reason for including a great amount of detail is that student teachers are often required to submit lesson plans in advance to their mentor teachers or professors in order to receive feedback on their ideas. When creating the lesson plan it is usual to

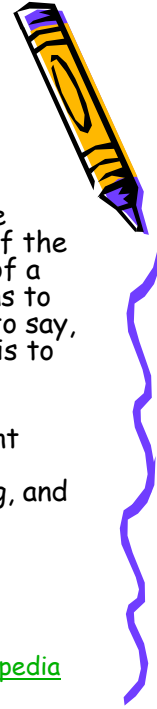
## Back to the basics

### The Lesson Plan - Part Three

- evaluation. Some, but not all, lessons have an evaluative component where the teacher can check for mastery of the instructed skills or concepts. This may take the form of a set of questions to be answered or a set of instructions to be followed. The evaluation may be formative; that is to say, used to guide subsequent learning, or summative; that is to say, used to determine a grade or other achievement criterion
- analysis. Often not part of a lesson plan, this component allows the teacher to reflect on the lesson and answer questions such as what went well, what needs improving, and how students reacted to the lesson.



[From Wikipedia, the free encyclopedia](#)



## Doing the dishes

- Don't let things pile up
- Lesson plan every day
- Mark assignments every day
- Think about tomorrow - every day



## The dreaded ten letters R.E.P.O.R.T. C.A.R.D.S.

- If you use consistent ongoing quantitative assessments life will be much easier come report card time
- The same goes with qualitative or subjective measures - keep notes, jot down thoughts, write comments and do it consistently and regularly



# Parent Teacher Interviews

or sometimes know as parent creature interviews

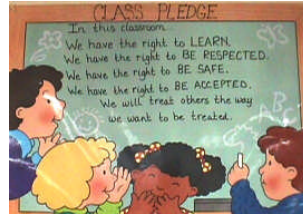
- This is another source of stress but it is manageable
- A good strategy is to phone every student's parent or guardian
  - Make the first contact a positive discussion
  - Talk to parents before there are problems not **after**
- Just like with report cards, consistent and regular (quantitative, qualitative and subjective) assessments are a good starting point for parent teacher interviews
- Relax, smile, be friendly and professional - everything will be FINE!



# Classroom Management

**Be prepared and show no fear!**

- It is not as bad as you think
- Start by be friendly not by being friends
- Be professional
- Ask for advice
- Be consistent
- Think ahead



# Classroom Management

so important it takes two slides

- Effective classroom management is critical for success
- Every teacher has his or her own style
- Don't make the same mistakes twice
- Work with your principal and your peers
- Keep things very structured until you build the confidence and skills you will learn over the next weeks, months and years
- Set the classroom ground rules upfront and share them with the students, the parents and your principal
- Search for advice - Google "classroom management" - you will find lots of good ideas and strategies
  - Discuss the ideas with your principal or your peers and get some feedback



# Avoiding the pot holes



- Don't try to "wing it"
- Don't become discouraged
  - Any task can be completed if it is broken down in to smaller pieces (Henry Ford)
- Don't let things pile up
- When in doubt - **ASK!**
- Look for positives and successes - acknowledge when and where things need to improve but don't dwell on the issue
  - Take action when needed
- Don't procrastinate - **Do It Sooner Rather Than Later**



# Pedagogy

Pedagogy is the **art** or **science** of teaching. The word comes from the ancient Greek *paidagogos*, the slave who took children to and from school. (See *Paideia*.) The word "paidia" (παιδιά) refers to children, which is why some like to make the distinction between pedagogy (teaching children) and andragogy (teaching adults). The Latin word for pedagogy, education, is much more widely used, and often the two are used interchangeably.

[From Wikipedia, the free encyclopedia](#)

**The key here is to remember that teaching is an art and that it is perfected over a lifetime of practice. Take time to look and learn. Becoming a great teacher does not happen overnight.**



## **Pedagogy Does Matter!**

By Jamie McKenzie

<http://www.fno.org/sept03/pedagogy.html>

# Final Thoughts

Good teaching is one-fourth preparation and three-fourths theater. (Gail Godwin)

An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't. Anatole France (1844 - 1924)

The great aim of education is not knowledge but action. Herbert Spencer (1820 - 1903)



<http://en.wikipedia.org/wiki/Education>

## Education

From Wikipedia, the free encyclopedia.

Jump to: [navigation](#), [search](#)

A German classroom, dating to the 1930s.

**Education** is a [social science](#) that [encompasses teaching](#) and [learning](#) specific [knowledge](#), beliefs and [skills](#). Licensed and practicing teachers in the field use a variety of methods and materials in order to impart a curriculum. There has been a plethora of journals, magazines, books and digests in the field of education that addresses these areas. Such literature addresses the teaching practices. Subjects include lectures, game playing, testing, scheduling, record keeping, bullying, seating arrangements, interests, motivation, and computer access. However, the most important factors in any teacher's effectiveness is the interaction with students and personality of the teacher. The quality of their relationships provides the impetus for inspiration. The best teachers are able to translate good [judgment](#), experience, and [wisdom](#) into the art of communication that students find compelling. It is their ability to understand and overcome prejudices, generate passion, and recognize potential that enable teachers to invigorate students with higher expectations of themselves and society at large. The goal is aiding the growth of students so that they become productive members of a migratory society. An imparting of [culture](#) from generation to generation (see [socialisation](#)) promotes a greater awareness and responsiveness through social maturity to the needs of an increasingly diversified global society.

## Contents

[hide]

[1 Overview](#)

[2 Origin of the term "education"](#)

[3 Formal education](#)

[4 Technology and education](#)

[5 History of education](#)

[5.1 Europe](#)

[5.2 China](#)

[5.3 Japan](#)

[5.4 India](#)

[5.5 Recent world-wide educational trends](#)

[6 Challenges in education](#)

[6.1 In developing countries](#)

[7 Parental involvement](#)

[8 Prominent educationalists](#)

[9 References](#)

[10 See also](#)

[11 External links](#)