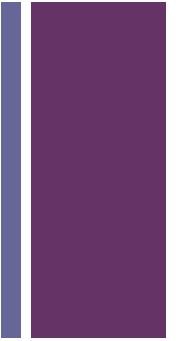




# **Building your Teaching Identity & Professional Mindset**

Janet Wilmot  
14 February 2017



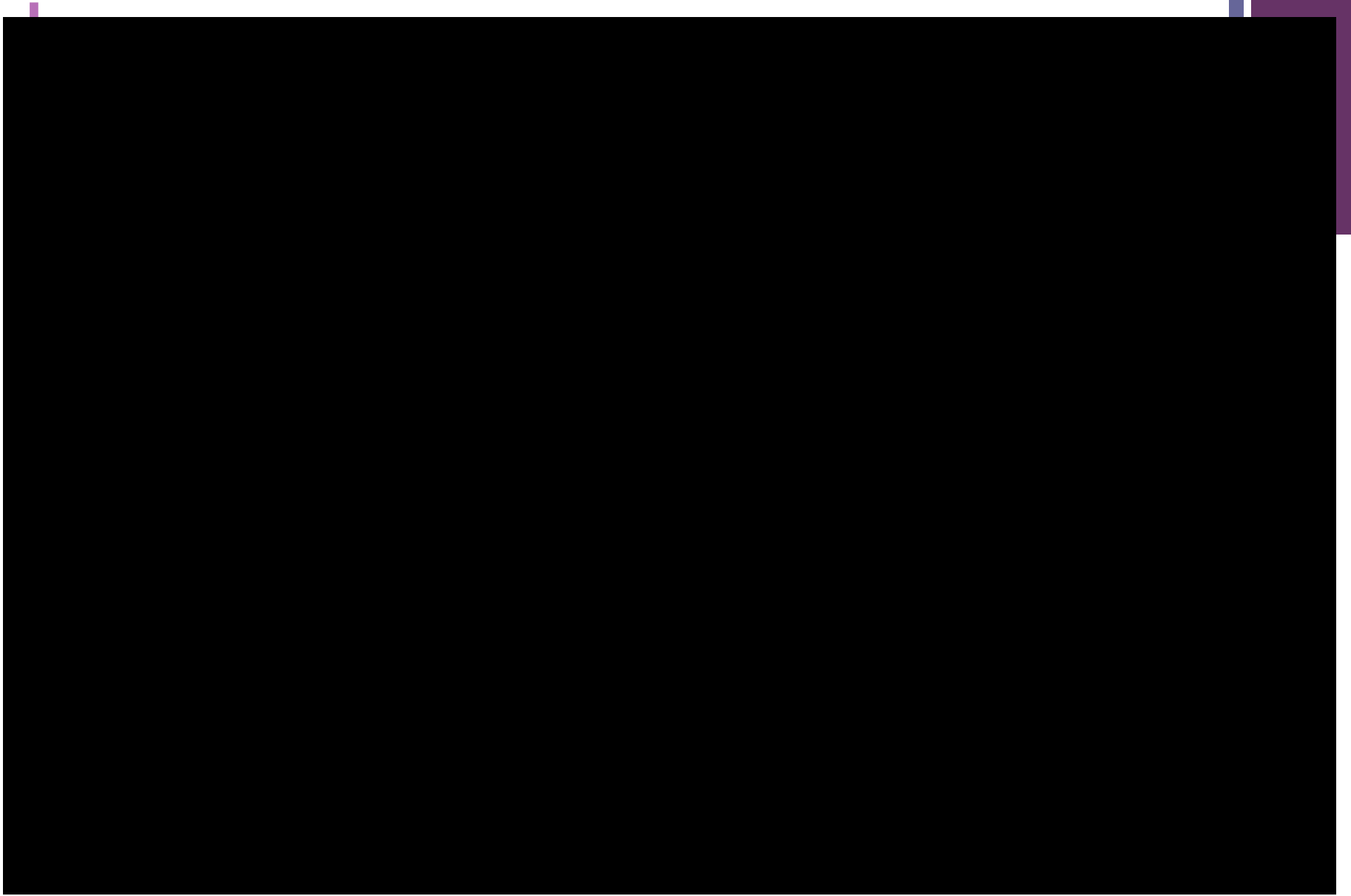
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**Teacher Identity?**

**Professional Mindset?**

**What does this all mean?**

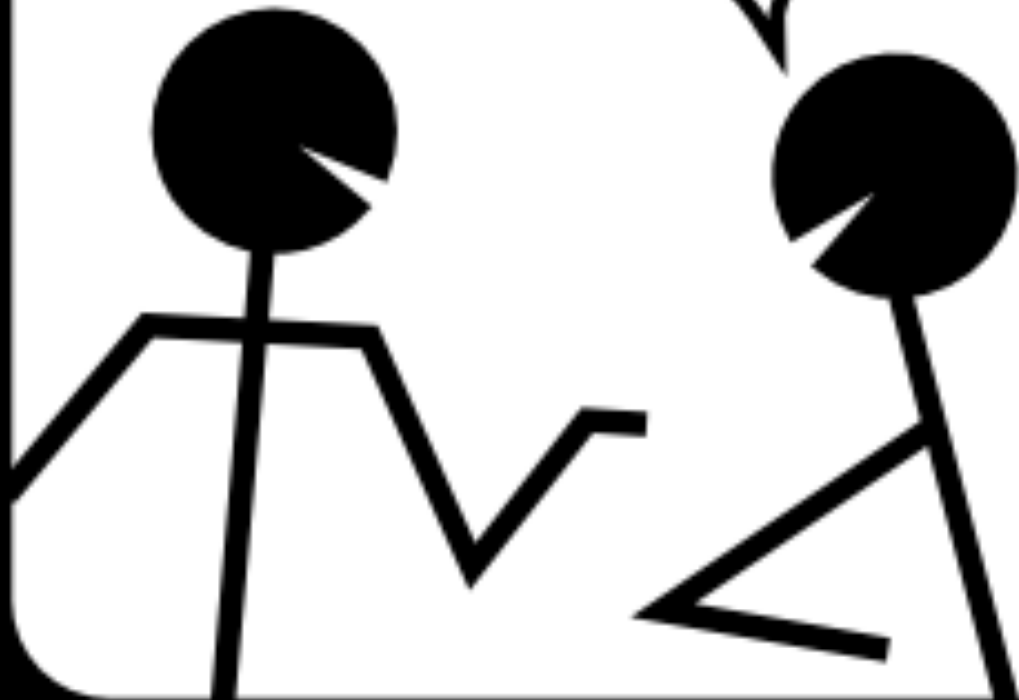


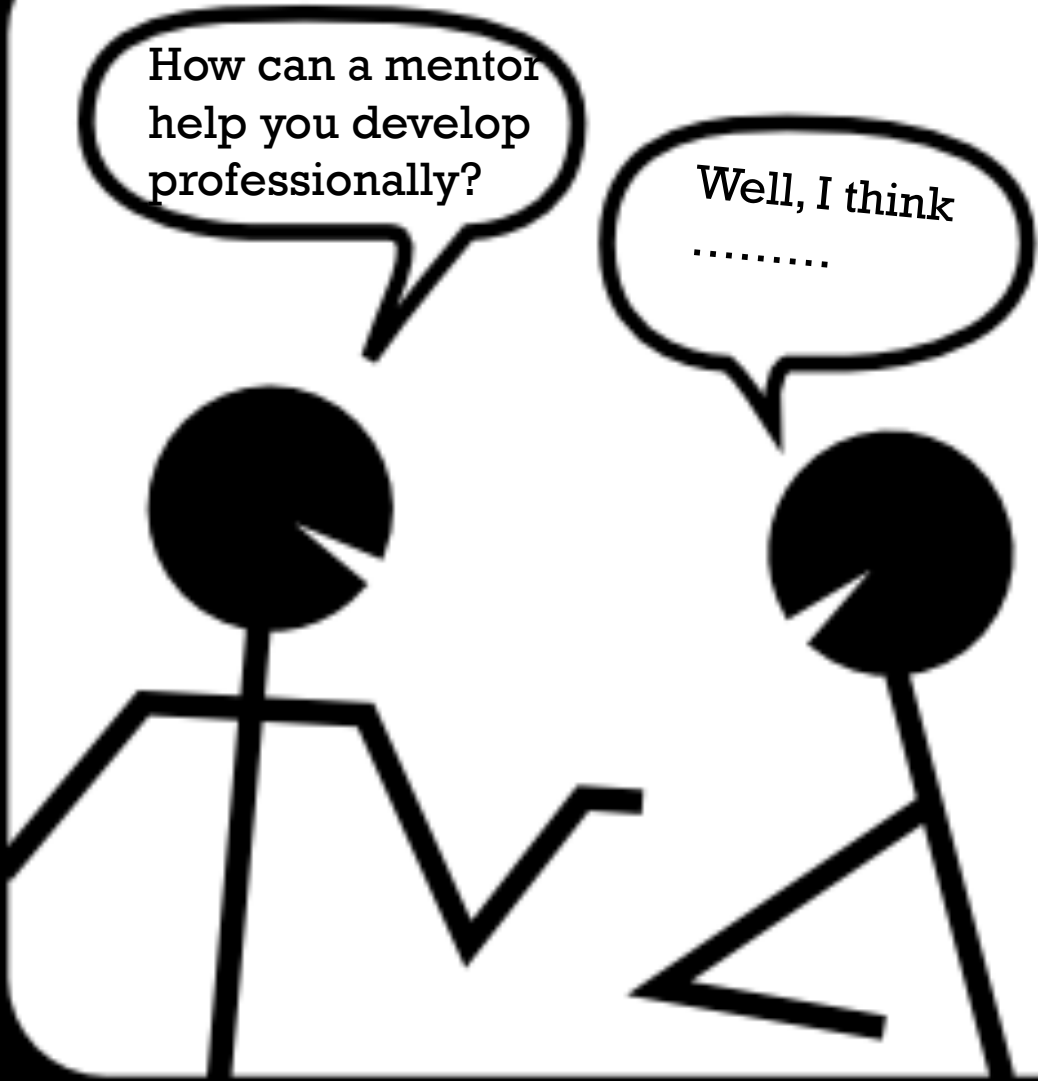




What did you learn about this new teacher?

Well. I thought it was clear that







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What needs to be shared?  
What needs to be done?  
What needs to be discussed?**





# Working with those in your team



- “When an experienced person and a new person work together in a nurturing relationship, each gets something of real value from the other. The experienced person gains energy; the new person gains inspiration. Isolation fades, connection flourishes, pain turns into wisdom – joyful wisdom that make the difficulties in our work endurable and keeps both the experienced and the new person coming back for more.”

A Tale of Two Children, David Shoemaker

Phi Delta Kappan, February 2003



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**In your group make a list of the essential qualities of a teacher**





- No one can be authentic by trying to imitate someone else. You can learn from others' experiences, but there is no way you can be successful when you are trying to be like them. People trust you when you are genuine and authentic, not a replica of someone else.

# + You are a professional teacher



# +Your work matters!



Students with the best teachers in the best schools learn at least three times more each year than students with ineffective teachers in our schools. Unless reforms change and improve the detail of what happens inside schools and classrooms, they are unlikely to change outcomes.

There is a greater difference between the most effective and the most ineffective teachers in a school than the difference between schools.

Geoff Masters



# + Dare to be exceptional



## What does it mean to be a professional?

As a teacher you are a professional, just like doctors, lawyers, architects and so on, and you are also a member of a profession. So what does this actually mean?

According to Shulman (2004), professionals are those who are educated with and utilise bodies of knowledge to serve others. He describes professions as having “practice rooted in bodies of knowledge that are created, tested, elaborated, refuted, transformed, and reconstituted in colleges, universities, laboratories, libraries, and museums.” (Shulman 2004, p. 14). Importantly, Shulman recognises one of the challenges for members of a profession is “*learning from experience... [and] from contemplation of their own practice*” (p. 15).

What this means for you, as a member of the teaching profession, is that it is your responsibility to share with colleagues, to learn from others, and to embrace lifelong learning. To increase your professional knowledge and enable yourself to grow as a professional, you must be able to continually reflect on your practice. Reflection is the key to growth, development and improving outcomes for your students. Developing a mindset around this should be a focus for you as a professional.

## Over to you

Consider the following quotation:

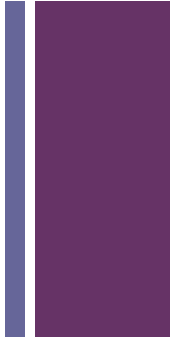
*We know from experience that there is not a widely shared view of what constitutes quality instruction – not among teachers, principals, or school district leaders. We think this poses a fundamental and challenging issue for educational leaders and policy makers. Without a shared understanding of what we mean by quality instruction, we have no basis from which to mount an improvement effort (Fink & Markholt 2011, p. 5).*

- ◆ Do you agree with this statement? Why/why not?
- ◆ How do you define quality instruction?
- ◆ What evidence would you put forward to support your point of view?





# What do you believe about learning?



- What is the importance of prior knowledge in the learning process?
- What knowledge and skills do you need in order to impact on students learning?
- What does your management of resources and design of the learning space reveal about how you think students learn best?

# + Your teaching philosophy

- Make a note that one of your tasks should be to review this from time to time and to write one if you don't have one.
- Make it authentic, not from a textbook!



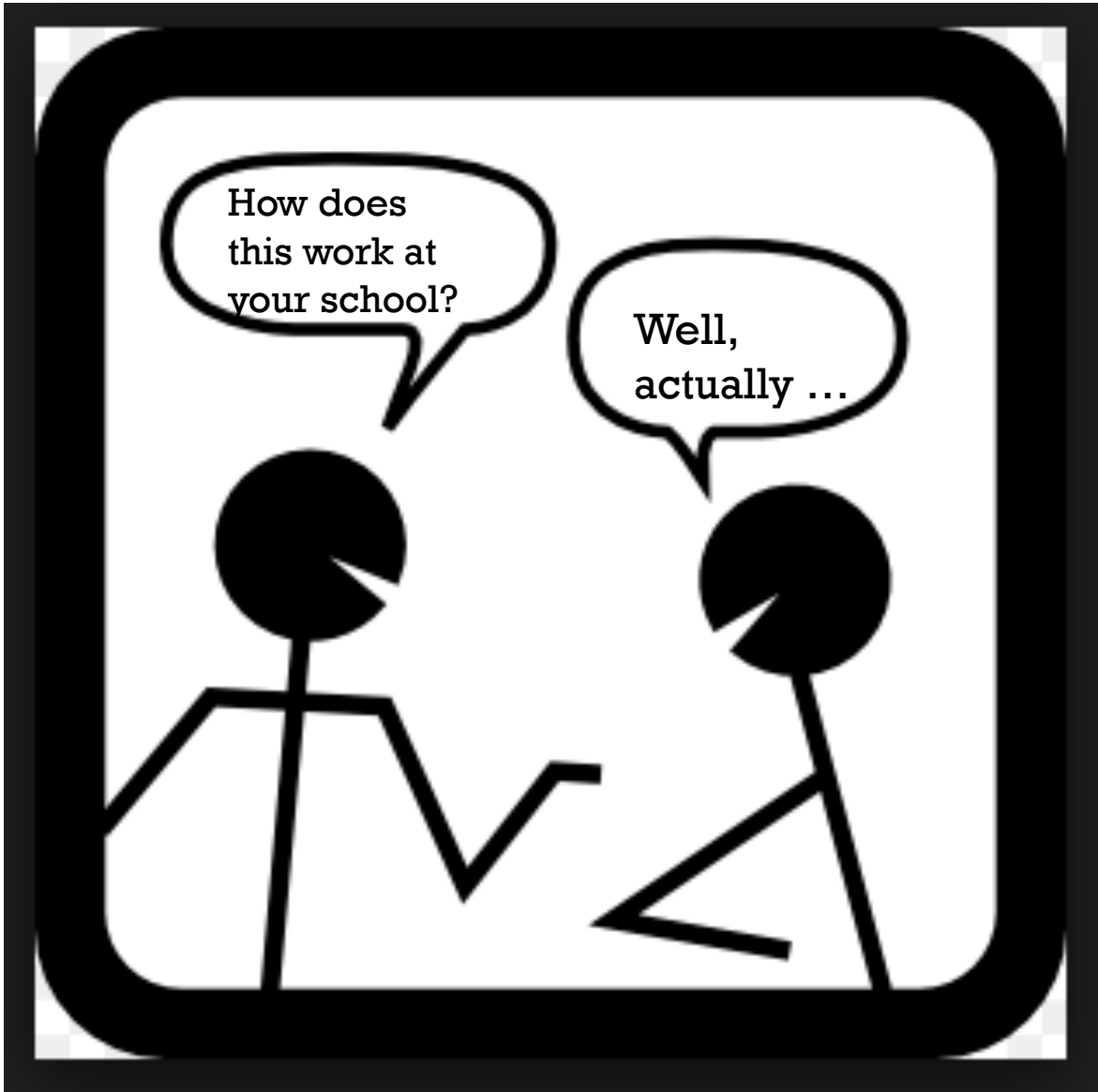


# How do I reflect on my teaching?



The ability to ruminate and to critically analyse your own performance and personal attitudes cannot be overstated.

*Hall and Simeral, 2008*



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# Working with the Principal/Head of School/line manager





# A few comments from me:



- Your Principal/Head of School knows if you sit behind your desk doing your preparation in class when you should be teaching.
- Your Principal/Head of School knows if you are late to class, late with reports, late with programs.
- Your Principal/Head of School knows if you answer personal calls and emails during class when you should be teaching.
- Your Principal/Head of School knows if you fail to make adjustments for those who need it.
- Your Principal/Head of School knows  
.....



# + What's important here?

- Having a 'can do' attitude
- Being reliable and 100% loyal
- Communicating effectively both the +ves and the -ves
- Discussing and understanding the goals
- Taking feedback on board professionally and not personally
- Committing to the students, the team and the school
- Dealing with conflict
- Being accountable



# + Be yourself and have fun



# + No excuses

- Don't whinge, bitch, complain or moan
- Complaints are personal
- Critiques require effort and are constructive in improving things
- Learn from and acknowledge your mistakes

***I attribute my success to this: I never gave or took any excuse.***

*Florence Nightingale*

# + Have a vision





**+ Be prepared to argue for what you believe in**



# + Make it happen





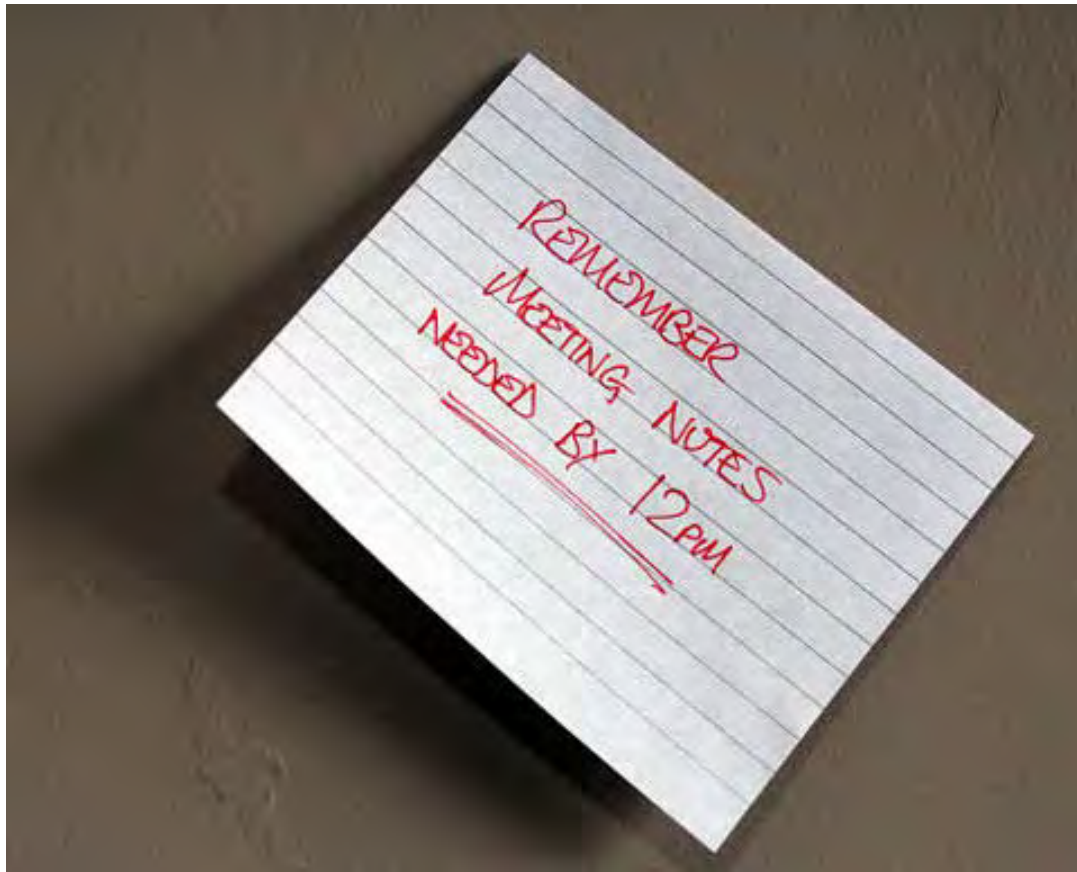
# + Meet, plan and learn together



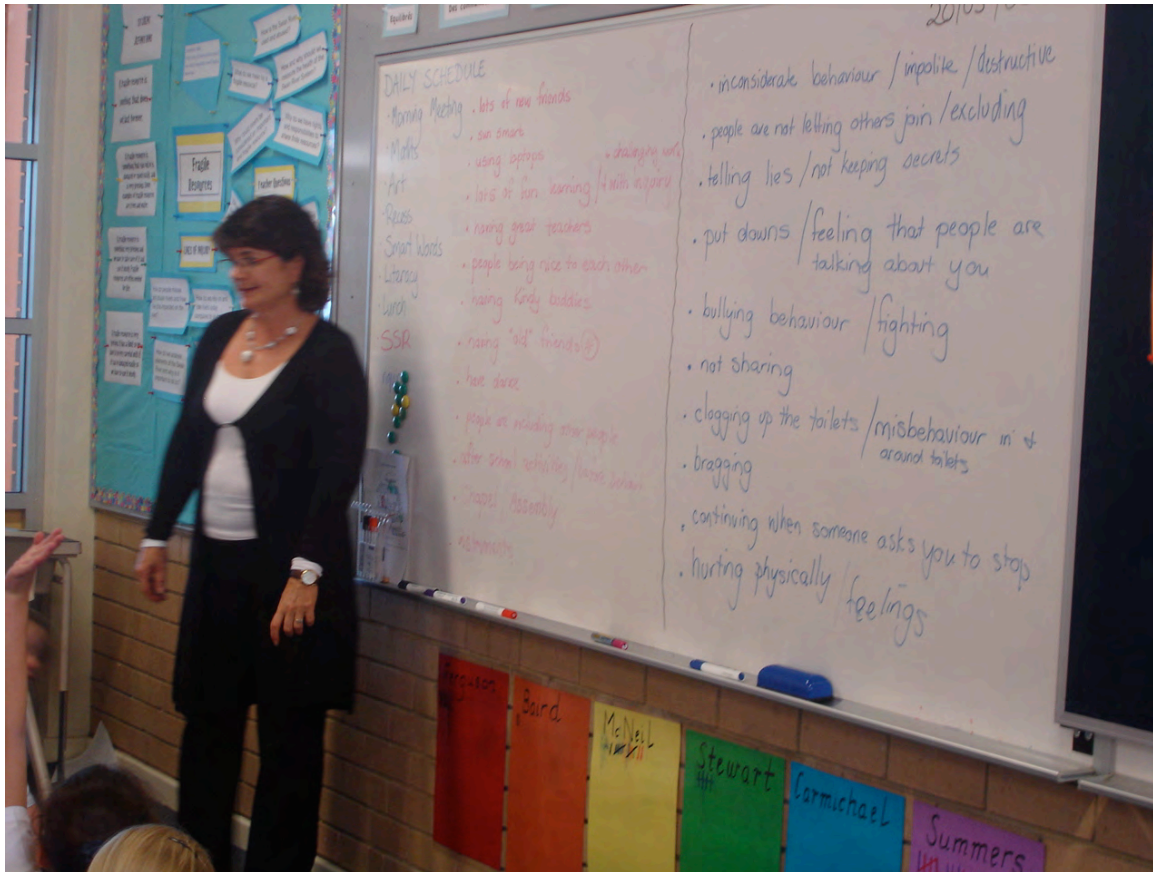
# + Be organised



+ **Meet deadlines .... always!  
or say something early!**



# + Prepare and be prepared





# + Know your colleagues



# + Know your students



# + Show them you care





**+ Be as resourceful as your students**



# + Include your community



+ **Work smarter, not harder and don't waste time**



# + Set a good example

- At the end of the day – reflect on what worked and what did not – take a short break
- Tidy your classroom
- Prioritise what needs to be done
- Make sure that what is essential is up to date
- Do what is not important only if you have the time
- When you have done your hours, go home and focus on yourself and those who you love - forget about your work!



+ **And finally.....**





# + Never be afraid to seek help



+ **It is your work ...not your life!!**





# **It is a fantastic profession – good luck and enjoy!**



- Many people are here to help:
- Sam Wynne
- [swynne@ais.wa.edu.au](mailto:swynne@ais.wa.edu.au)
- Janet Wilmot
- [Janet.Wilmot@ggs.wa.edu.au](mailto:Janet.Wilmot@ggs.wa.edu.au)
- 0407 771 438
- Never hesitate to email or to call