



Induction Focus – Professional Identity

Video Transcript

This transcript is of Edition #02 – How do I build great relationships?

Gary Norbury:	00:03	One of the key challenges that we face here is helping our young teachers to forge their professional identity.
Katrina Ross:	00:10	Professional identity. I think for me is that sense of knowing who you are and what role you play as part of this educational environment that we're in.
Gary Norbury:	00:20	One of the things that we did from day one was it was explained to all staff that the team and not the individual was the basic unit of organization at this school. I'm strongly of belief that working in a genuinely and authentic collaborative team is a great vehicle for them to actually build their identity.
Katrina Ross:	00:42	One of the biggest challenges is actually supporting them to identify what they need to get out of this year and finding a way to give that to them
Gary Norbury:	00:51	Twice a week for 100 minutes, and all of our graduate teachers have got the opportunity to bounce ideas off experienced teachers or their leaders, the graduates have fed back that this has been a really invaluable resource for them.
Shaye Smith:	01:04	So coming in as a graduate, I think you rely mostly on observations until you find your feet and you're comfortable in what you're doing, so taking on bits and pieces from different teachers, I was able to develop I guess a model of what I would like to demonstrate and illustrate as a teacher.

Katrina Ross:	01:21	In terms of developing their professional identity. The biggest thing we can do is recognize what they are achieving and where they have had success.
Shaye Smith:	01:29	So saying that Shaye you did this really well, this is what I saw Shaye do, and this actually works really well, kind of gives you confidence in that you are developing your own teaching style.
Gary Norbury:	01:40	Another key element of that is of course the extra hours planning time that our graduates get. Now they have the opportunity if they would like to go and observe during that time, but we encouraged them to use that extra hour to really focus on their own professional practices and continue to build their identity. When we've had so many graduate teachers, it's really important that you do support them and help to build their capacity, but you make that a manageable exercise. I suppose one of the learnings that I've taken out of my experiences that you cannot accelerate experience that graduates need to be nurtured and supported and encouraged and really help them grow into their role as genuine and really important people in the lives of our students.