

2nd Edition

# SUCCESSFUL INDUCTION for New Teachers

[ a guide for NQTs and Induction  
Tutors, Coordinators and Mentors ]

Sara Bubb



Los Angeles | London | New Delhi  
Singapore | Washington DC



Los Angeles | London | New Delhi  
Singapore | Washington DC

SAGE Publications Ltd  
1 Oliver's Yard  
55 City Road  
London EC1Y 1SP

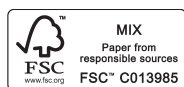
SAGE Publications Inc.  
2455 Teller Road  
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd  
B 1/1 1 Mohan Cooperative Industrial Area  
Mathura Road  
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd  
3 Church Street  
#10-04 Samsung Hub  
Singapore 049483

---

Editor: Jude Bowen/Amy Jarrold  
Associate editor: Miriam Davey  
Production editor: Nicola Marshall  
Copyeditor: Rose James  
Proofreader: Mary Dalton  
Indexer: Author  
Marketing executive: Dilhara Attygalle  
Cover design: Wendy Scott  
Typeset by C&M Digital (P) Ltd, Chennai, India  
Printed in Great Britain by Henry Ling Limited at  
The Dorset Press, Dorchester, DT1 1HD



© Sara Bubb 2014

First edition published 2007.  
Second edition published 2014.

Apart from any fair dealing for the purposes of research or private study, or criticism or review, as permitted under the Copyright, Designs and Patents Act, 1988, this publication may be reproduced, stored or transmitted in any form, or by any means, only with the prior permission in writing of the publishers, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency. Enquiries concerning reproduction outside those terms should be sent to the publishers.

Readers can make physical reproductions of the following resources for teaching purposes or other non-commercial uses without further permission from the publisher:

Appendix

**Library of Congress Control Number: 2013950716**

**British Library Cataloguing in Publication data**

A catalogue record for this book is available from the British Library

ISBN 978-1-4462-9397-3  
ISBN 978-1-4462-9398-0 (pbk)

# 1

## Looking after yourself

Stages you might go through  
Looking after yourself  
Your voice  
Managing your time  
Staying strong  
Coping with difficult people  
Keeping happy



Your first year in teaching will be rewarding and stimulating, but will undoubtedly be hard and very stressful. In this chapter I will look at ways to make it easier on a very practical level by explaining the stages you might go through; how to look after yourself and your voice in particular; how to manage your time and cope with difficult colleagues; and most importantly, how to keep happy.

“ I have so much fun and feel so comfortable and well suited to my job. I feel well supported and have met such amazing people! I feel a great deal of satisfaction and no day is the same! (NQT, Term 3) ”

### Stages you might go through

There's a common perception that people should be able to teach well if they're qualified. Certainly, the pupils taught by a newly qualified teacher have as much right to a good education as those taught by someone with 20 years' experience. However, there's a huge difference between novice and experienced teachers. Like any skill or craft, learning to teach is a developmental process characterised by devastating disasters and spectacular successes. Teaching is a job that can never be done perfectly – one can always improve. Depressing, isn't it? Well, see teaching as acting: each lesson is a performance, and if one goes badly, the next can go better. Separate the performance from the real you. This will stop you feeling too wretched about lessons that don't go well. Remember that few people are natural-born teachers – everyone has to work at it and everyone can get better. The more you know about teaching and learning, the more you'll realise there is to know. That's what makes it such a great job!

“ Some days I love it (when the lessons are good), some days I hate it (when it turns to madness). (NQT, Term 2) ”

How you feel about teaching will probably change daily at first. One day will be great and leave you feeling positive and idealistic, but the next will be diabolical.

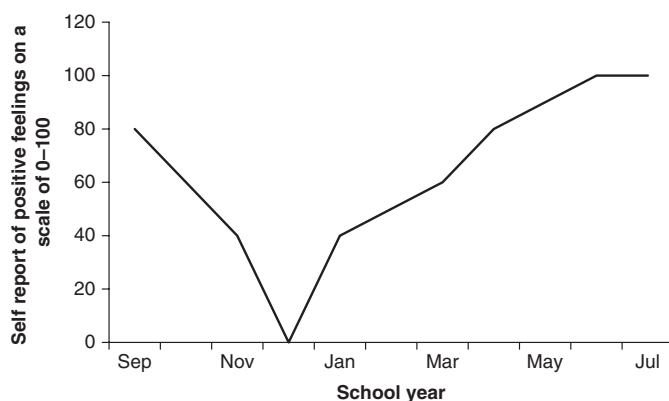


Figure 1.1 NQTs' feelings during the year (Bubb 2005, p. 8)

As time goes by, good days will outnumber the bad ones, and you will realise that you are actually enjoying the job. There are recognised stages that teachers go through. Appreciating them will help keep you going and help you realise that you will need different levels and types of support at different times during your induction year. Figure 1.1 shows a trajectory of teachers' typical feelings during their first year. They start on a high in September but then reality strikes and they live from day to day, needing quick fixes and tips for survival. It's hard to solve problems because there are so many of them. Behaviour management is of particular concern, but they're too stressed and busy to reflect. Colds and sore throats seem permanent. Getting through all the Christmas activities is exhausting. In January, pupils return calmer and ready to work. Teachers can identify difficulties and think of solutions because there is some space in their life. Then they feel that they're mastering teaching, begin to enjoy it but don't want to tackle anything different or take on any radical new initiatives. Eventually, people will be ready for further challenges, want to try out different styles of teaching, new age groups, and take on more responsibilities.



### Activity 1.1

Induction tutors: what can you do to help new teachers pace themselves?

## Looking after yourself

Unless you're very lucky, illness will plague you during your first year of teaching like it has never done before. It won't be anything serious, I hope, but the rounds of sore throats, coughs and colds will leave you forgetting what it feels like to be well. Large numbers of children mean a lot of germs! When you're busy the easiest thing to do is to forget to look after yourself. Everyone knows that they function better with good nutrition and rest, but these seem to be the first things to be neglected.

People experience stress when they feel that the demands of their work are greater than their ability to cope. Stress affects different people in different ways, but you need to cope with its results and handle the causes. Given that there is no one cause of stress, there's no simple solution. Teaching is a stressful job and when

you're new it's even worse, so you need to learn to manage stress. Look out for behaviour, mental health and physical symptoms. Are you getting irritable, tired, anxious, depressed, forgetful or accident-prone? Do you have aches and pains, headaches, digestive problems or seem to succumb to every germ that's doing the rounds? Are you eating more chocolate or drinking more? These are signals to you from your body that should not be ignored for long.

The first step is to recognise that the problem exists and tell someone how you feel – almost all teachers are kind and caring, but they can't help you unless they know what the problem is. The Teacher Support Network has an excellent online stress test you can use to identify your levels of stress ([www.teachersupport.info](http://www.teachersupport.info)). I've done it and it seemed spot on. It gives you a report, and there's a facility for emailing it to anyone else who you think might benefit from knowing the result. It also contains suggestions for coping better. The Teacher Support Line is open every day and staffed by trained counsellors who can give support online, by email ([support@teachersupport.info](mailto:support@teachersupport.info)) or phone (08000 562 561 in England).

Analyse the causes of your stress. Try listing all your troubles, then dividing them into those over which you have some control, and those you haven't. Work on practical solutions to those over which you have some influence. There are certain people and situations that increase one's blood pressure, so avoid them as far as possible! Recovering from the 'high alert' positions that our bodies may have been in for long periods during the day is important, but hard to do. Do something that forces you to think about something other than work, something that needs your active involvement. A good quality and quantity of sleep is a must too. You need to be in tip-top form to teach, so invest in that body of yours.

Here are ten tips for looking after yourself:

1. Pace yourself. Don't over-commit yourself. You can't afford to burn out so plan some days to be less demanding.
2. Try to organise accommodation so that your journey is reasonable and that you feel comfortable when you get home.
3. Remember to eat well – don't skip meals. Snack on nutritious, high-energy foods such as bananas rather than chocolate bars. Get organised at weekends so that you have enough suitable food to last the week.
4. Consider taking vitamin supplements to help your body fight off all the viruses that the pupils will bring into school.
5. Watch out for head lice – check your hair with a very fine comb and take immediate action if you find any.
6. Monitor your caffeine and biscuit intake. Although they're the staple diet of many staffrooms, they really aren't much good for you.
7. Take exercise and get some fresh air during the school day. Teaching makes you feel very tired but exercise will give you more energy, and you function better all round if you keep fit.
8. Plan some 'me' time. Do whatever makes you feel better. This might be soaking in a hot bath, reading novels or watching escapist films.
9. Keep talking to other new teachers (don't forget email or online forums) – nobody can understand better than people at the same stage.
10. Invest some time and attention in friends, loved ones and family: they need you and you need them.

## Your voice

Sounding a little husky? Is your throat feeling sore? Don't just think it goes with the job; these ailments need to be taken seriously. How you're feeling – depressed, sad, stressed, nervous – comes out in your voice and will affect your teaching unless you put on that jolly, smiley teacher voice. Your voice is your greatest asset, but not using it well can cause lasting damage. One patient in nine at voice clinics is a teacher, and some people are forced to leave the profession after suffering permanent damage to their vocal cords.

Teachers use their voices as much as the busiest professional actor, but do so hour after hour, day after day, and often without any training. When people understand how the voice works, they can use it better. Speech is produced when breath passes over your vocal cords, causing them to vibrate. The sound is amplified by the cavities in your chest, mouth and head, and your lips, teeth and tongue shape the sound into recognisable words.

When you're stressed and dashing around, you just snatch shallow breaths into your mouth or chest and your tummy doesn't move at all. This means there's not enough power to project the voice, so you strain the weak muscles around your neck and put too much pressure on the vocal cords. Poor posture and tense shoulders and neck mean that the passage of air is blocked. Breathing is fundamental to powering the voice. Deep regular breathing from the diaphragm – in through the nose, out through the mouth – helps you stay calm and works wonders for the voice.

Tension restricts your voice and can cause lasting damage. The voice is a product of the muscular and breathing systems, both of which suffer when you are stressed, so the ability to relax is essential. Excessive or forceful coughing and throat clearing put great strain on your voice and are often habits rather than physical necessities. Constantly placing demands on the voice – shouting, speaking forcefully or speaking above the pupils and speaking or singing when the voice is tired or sore – is damaging. So is continuing to speak with a sore throat, using maskers such as painkillers, throat sweets or sprays that provide temporary relief. Whispering is just as harmful as shouting because it strains the voice.

Some people damage their voices badly. You should seek medical advice for

- a hoarse voice which persists;
- change in vocal quality, pitch, sudden shifts in pitch, breaks in the voice;
- vocal fatigue for no apparent reason;
- tremors in the voice;
- pain while speaking;
- complete loss of voice.

Some problems are caused by long-established bad habits, like not opening one's mouth enough, that can be remedied when accurately diagnosed. Everyone knows that dehydration is bad for the body but if you're speaking a lot you need to drink even more water because you're constantly losing vocal tract surface lubrication through evaporation. Classrooms can get very hot, dusty and stuffy as well as germ-ridden so keep an eye on ventilation and humidity.

Record yourself teaching for just ten minutes – are you using enough intonation to keep attention, unnecessarily repeating things, talking over the pupils, or simply

talking too much? If you really need to shout, do you yell the first word (from the diaphragm, mouth wide open) and then quieten down: 'STOP what you're doing and look this way'? Do you have to talk so much? The look, the smile, the glare, the raised eyebrow, the tut can be so much more effective than words – and so can a theatrical silence or closing of a book.

Do you do warm-ups before the daily onslaught? As you set up your room, practise counting up to 20, starting off with a monotonous voice and then gradually becoming over-excited. This will make the rest of your body come alive. Doing some gentle humming at different pitches, stretching those mouth and face muscles and practising some tongue twisters will really set you up for a day's talking. Use your mouth, lips, teeth and tongue for clearer articulation. We can all fall into habits of mumbling and throwing words away which means that pupils don't hear what we're saying.

Think of all the strategies you can use to engage your pupils that don't involve your voice. Consider body language, signals and gesture; where you position yourself; as well as encouraging and developing pupils' listening skills. For more volume without shouting, fuel your voice with long deep breaths – you should feel your diaphragm moving your stomach – and project your voice. Breathe in a relaxed, focused manner, avoiding lifting shoulders and upper chest. Drink more water: six to eight glasses of still water a day. Drinking tea, coffee, fizzy drinks or alcohol dehydrates the body. If you need to shout, shout the first word then quieten down. Lower the pitch to sound more authoritative. Inhale steam to relax a tired or sore throat. Don't cough to clear your throat too often – swallow or yawn instead. And find someone to massage your neck and shoulders to relax. Hmm, nice ...

## Managing your time

How many hours a week are you working? It's a good idea to keep track because, let's be honest, you could work 24 hours a day for seven days a week and still find more to do. The risk of burnout is very real. The profession is haemorrhaging people leaving within the first five years of getting qualified teacher status – because of workload. You, as the new generation of teachers, need to make this job manageable so that you stick with it and enjoy it. You've come into the profession at an ideal time to reap the benefits of research, campaigns and legislation aimed at reducing teachers' workload and improving work-life balance. You shouldn't be doing any of the 24 admin tasks such as display and photocopying; covering for colleagues should be a rare event; and if you're on induction you should have a 10 per cent reduced timetable and 10 per cent of the week freed up for planning, preparation and assessment (PPA).

But something's wrong because every new teacher I meet seems to be working very long hours. Every November for the last ten years I've ask NQTs in Lambeth to add up how many hours they worked in the last week. Half of them tell me they work more than 60 hours! That's three times as long as they are teaching for – about 20 hours a week. About one in ten work over 70 hours. Yet, in the same room and getting paid the same were a few people who were managing to get the job done in about 48 hours.

That enormous disparity doesn't make sense, on all manner of levels. With a take-home pay of say £1500 a month, people working 50-hour weeks get about £7.50 an hour but those working 70-hour weeks have an hourly rate of about £5. Working long hours is not only financially crazy, but also bad for your health and

well-being. A tired teacher is rarely an effective teacher. If you don't get enough sleep, noisy classrooms are unbearable. When you're tired, you over-react to minor irritations and end up with even more problems on your hands.

Do you know how many hours you work? The average working week for classroom teachers is 51 hours, but that disguises a wide variation: nearly a fifth work over 60 hours and around 5 per cent do under 40 hours. Having completed Activity 1.2, are you shocked at how many hours you work? Is there any way that travel time can be reduced by, say, going to work or college before the morning rush hour and leaving before the evening one starts? If you use public transport, could you get anything done in travel time – marking, planning, thinking, some 'me' time reading, or a quick nap? A journey can be a good way to wind down after a day's work. For those of you with dependants at home, travelling may be the only time you get to yourself.



### Activity 1.2

Complete Table 1.1 for one week. Add up the time you worked at school, at home (on school matters) and while travelling, including thinking about school.

**Table 1.1** Keeping track of the hours you work

	Working at school	Working at home	Travel (work)	Sleep
Sun				
Mon				
Tues				
Weds				
Thurs				
Fri				
Sat				
<b>Total</b>				

In the last week I worked ..... hours.

Look at what eats up more time than it should. In *Managing Teacher Workload* (Bubb and Earley, 2004) there are charts that show averages for large groups of teachers at different levels and phases. Planning, assessment and making resources are the usual offenders. But simply adding up the amount of time you spend on tasks tells you nothing about how exhausted or frustrated certain tasks – such as sorting out a fight or unblocking the photocopier – can leave you.

Set some limits to your working day and specific tasks. Think about the quality of your time as well as the quantity available. About 20 per cent of a working day is prime time and, used well, should produce 80 per cent of your best work. The rest of your time will be nowhere near as productive, so it's worth recognising which part of the day is best for you and maximising it to get something demanding done rather than flogging yourself when you're tired. The trick is to prioritise so that the essential things get done, and so that what doesn't get done has minimal consequences. Ask your induction tutor and other colleagues what needs a Rolls-Royce effort and what can make do with a Ford Fiesta. Don't be a perfectionist – 'good enough' will do.



## Staying strong

Teaching is tough and all teachers need to build up their resilience and stay strong in the face of self-doubt. But who knows what disasters life will throw at you during your first year of teaching? As I write, I know of a new teacher who's been diagnosed with breast cancer, another who's caring for her teenage sister while her mother is in the final stages of a terminal illness and a third whose sister died of sudden heart attack. Read the account below (Activity 1.3).



### Activity 1.3

#### Advice on a troubled year

Whether you're a new teacher, induction tutor, coordinator or mentor, think what you would have done in this situation, and what you can learn from this real-life story.

What questions would you ask of the head, mentor and NQT and what advice would you give them? Should the appropriate body (AB) have had a role in this case?

*My first job was at a school miles away from my house. For the first few weeks everything seemed fine although the hour-and-a-half each way spent on public transport was beginning to take its toll. In late September, I was shocked to find that I was pregnant. I miscarried at 10 weeks and ended up having time off work. People at school appeared to be quite supportive but when I returned, everything seemed to change. I was observed within a week and informed that my lesson was unsatisfactory. I found my mentor very difficult to speak to: I would feel ten times worse after a meeting. I began to doubt my abilities as a teacher, even though during my PGCE [Postgraduate Certificate of Education] year I'd been given extremely good feedback.*

*Things came to a head when my mentor discovered some comments I'd made about how I was feeling on a website forum for NQTs and presented them to the Headteacher. I hadn't posted under my real name or made any derogatory remarks but some of the details made it obvious who I was. I was feeling very low and the website was a real lifeline but I was informed that my comments could be viewed as defamatory and that this was a professional conduct issue.*

*Somehow I muddled through my first term assessment but was told I was 'just tipping the bar'. This was very demoralising. Things rapidly spiralled downwards; I would cry every day and spend hours working in the evenings and at weekends, usually unproductively because I was so worried about making a mistake. I handed in my notice and was due to leave at the end of the spring term, but one Monday morning I woke up and couldn't stop sobbing. I went to see my doctor. I was diagnosed as suffering from stress, anxiety and mild depression. I tried to return to school but it was simply too difficult: my doctor signed me off work and I never went back.*

*At the time I was worried that I would never recover or return to teaching. I worked as a supply teacher to rebuild my confidence and was offered a permanent position teaching in a local school. One year on, I have just completed my induction and am in a job which I love, working with colleagues who are supportive, understanding and helpful. It's been a difficult time but I learned a lot. It's so important to find a school that's right for you, and even when things get difficult it is possible to turn them around if you persevere. (Anonymous teacher)*

## Coping with difficult people

‘ I spend every day at work around people who do not listen, have no respect, answer back, are rude, obnoxious, sometimes just plain stupid ... and then there are the kids! (Induction tutor)

There are lots of fantastic people in schools who are more than happy to share their expertise with and look after new teachers. But every now and then you may be on the receiving end of behaviour that is less than helpful or encouraging. One new teacher said that he was prepared for difficult pupils but finds that he can't cope with some of the other teachers. I'm afraid to say that some people find it hard to switch off from the sort of assertiveness needed to manage a class and they treat their fellow professionals like recalcitrant adolescents. Despite being a great, insidious and difficult issue, few people are doing much about it other than sweep it under the carpet. I hope it helps that I'm bringing it out in the open by saying that not all people who work in schools are the caring, sensitive little bunnies one might wish for. So what do you do when someone upsets you? Well, don't let it get to you too much.

Assertiveness training is well worth considering – even if you just read a book on it. There are four behaviour choices that you have in dealing with difficult situations. You can be:

- aggressive – behaviour that makes the other person angry, resentful, hurt or demoralised;
- passive – backing down, withdrawing;
- manipulative – hints, flattery, etc.;
- assertive.

Of all these, assertiveness is usually the most helpful. It's the direct and honest expression of feelings, needs and opinions that calls for self-respect and respect for others. When you're assertive people know where they stand with you – and neither you nor they will get upset. Being aggressive or passive takes a lot out of you, whereas you can feel an inner calm if you're simply assertive. Killing rudeness with kindness is a super strategy.

But look out for behaviour that moves from the inconsiderate to bullying, something that is not unheard of among staff in schools, as the number of cases reported to the Teacher Support Network indicates.

‘ My Head demanded that everything in my classroom be moved around and wants me to do it on a Saturday; decided to take over as my mentor because my current one has become a friend; told me she has evidence she could fail me on (but can't show it to me); criticises me for things that happen in every other classroom; told other members of staff that she hasn't managed to 'break me' yet; and doesn't let me leave before 5.00 p.m. (NQT, Term 2)

The Advisory, Conciliation and Arbitration Service (ACAS) (2013) characterises bullying as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. There are two types of bully: someone who puts others down to raise their own self-esteem or someone who is overloaded or stressed and so becomes aggressive. The Equality Act 2010 defines harassment as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or

effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.

A run-in with a bully can cause stress, damaged self-esteem, depression and even suicide – so don't suffer in silence. Bullying has a destructive effect on confidence, morale and health – all things that are essential requirements in the classroom. The bullied teacher performs less and less well. Stress can cause physical ill-health, such as weight loss, disrupted sleep patterns, nausea, crying fits, indigestion, irritable bowel syndrome, headaches, back pains, skin complaints, ulcers, depression and panic attacks.

You may be the last to realise that you are being bullied. You feel stressed, but put this down to the pressures of dealing with pupils. Often other people notice bullying, as this teacher shows:

‘I witnessed some subtle but very effective bullying of a NQT last year. She was really dynamic, but all her energy was crushed by the head of department. She would come out with some great idea or interesting discussion topic, and was either ignored or cut out of the conversation she had started herself! (Induction tutor)’

So, what can you do? People tell me harrowing stories, but then say ‘I don't want you to do anything.’ They're worried about making matters worse. Keep a record of incidents, noting down how you were made to feel, and what you did to address any issues raised. Speak to someone you can trust, including the Teacher Support Network (TSN) and your union. You may well find out you are not the only one who has suffered. Whatever you do, don't put up with it. Support is available from the following sources:

- The Teacher Support Network ([www.teachersupport.info](http://www.teachersupport.info)). Phone 08000 562 561 in England or 08000 855 088 in Wales.
- The UK National Work Stress Network ([www.workstress.net](http://www.workstress.net)) aims to identify and eradicate organisational factors that create workplace stress.
- The Stress Management Society ([www.stress.org.uk](http://www.stress.org.uk)) outlines research on the roots of bullying and the cost of the stress it causes to individuals and employers.
- Check trade union websites, too: National Union of Teachers ([www.teachers.org.uk](http://www.teachers.org.uk)), National Association of Schoolmasters Union of Women Teachers ([www.nasuwat.org.uk](http://www.nasuwat.org.uk)) and Association of Teachers and Lecturers ([www.atl.org.uk](http://www.atl.org.uk)).

## Keeping happy

Happy teachers make for happy children, but it may be something that you have to work at because your first year is tough. Here are some ideas:

1. Think about all the nice kids you teach.
2. Remember what you were like two months ago. Loads of things will be better.
3. Write ten good things about your job. Read your list whenever you need cheering up.
4. Identify what you like best – and do more of it! If you enjoy running a drama class after school, see what other opportunities there are for using your skills.

5. Be enthusiastic (even if you don't feel it!). It's infectious, so people react more positively to you and you'll begin to feel genuine job satisfaction. Try not to fixate on the things you don't like about your job, and make it a rule to stop moaning about what's wrong with your work situation.
6. Identify your personal 'pick-me-ups'. If you're feeling a bit flat, do the things that you know will cheer you up. Chocolate and alcohol aren't good for you, so maybe play some upbeat music, chat to a friend or go for a walk.
7. Plan a holiday or two (you have 12 weeks!). What are you going to be doing at half-term, Easter, Whitsun and the glorious summer?
8. Invest in a social life. Feeling that you haven't got one is a sure-fire way to make you feel demotivated: you're supposed to work to live, not live to work.
9. Look for the good in everyone in school – pupils and staff. Avoid gossip.
10. Nominate someone for a Teaching Award by writing a 'Thank a Teacher'. It takes no time at all to do so at [www.teachingawards.com](http://www.teachingawards.com). Just write why you think they deserve to win a Teaching Award. Wouldn't it be lovely if somebody nominated you! Go for gold!