SIGNPOSTS

Resource for Staff Developers

LANGUAGE OF ASSESSMENT

PLANNING TO TEACH

DELIVERING THE GOODS

ENGAGING YOUR STUDENT

LITERACY INTEGRATION

CLASSROOM MANAGEMENT

REFLECTING ON TEACHING

LITER

PLANNING TO TEACH

BEING PROFESSIONAL

RHPF
Northern
REGIONAL HUB PROJECT
FUND
AKO AOTEAROA

BAY OF PLENTY POLYTECHNIC TAURANGA
Te Kuratini o Poike

waiariki
INSTITUTE OF TECHNOLOGY

Wintec
WAIKATO INSTITUTE OF TECHNOLOGY
Te Kuratini o Waikato

NorthTec
TAI TOKERAU WĀNANGA

MANUKAU INSTITUTE OF TECHNOLOGY
Te Whare Takiura o Manukau

AKO AOTEAROA
NATIONAL CENTRE FOR TERTIARY TEACHING EXCELLENCE
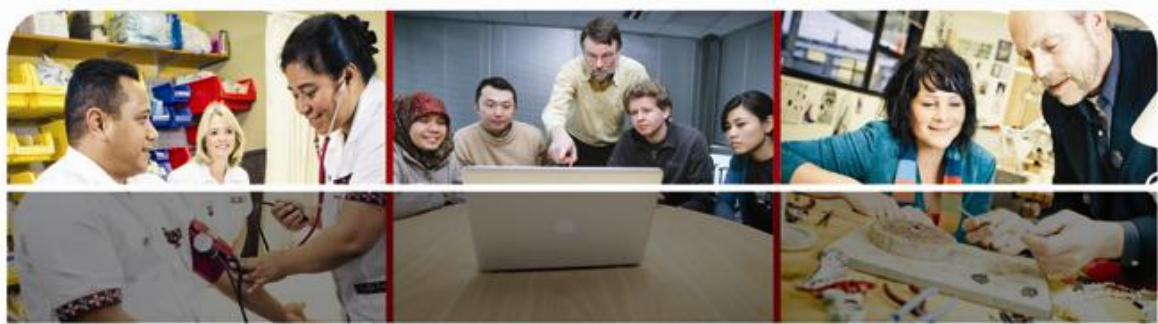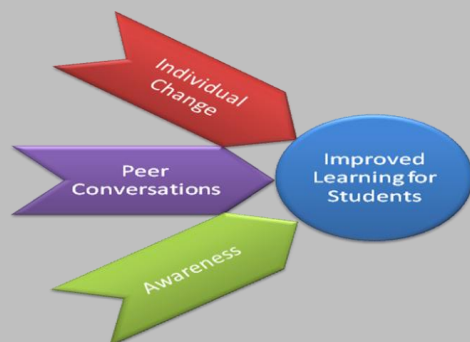
Introduction

Following review and feedback in 2009, staff developers at tertiary institutions have reported that *Signposts* can help in teacher development, by being used as the basis of a number of different development opportunities.

To support improved learning, below are some of the ways that staff developers suggest using *Signposts* – with both new and current teaching staff.

For new staff

- Use it as a resource in your new teacher support programme or induction.
- Give a copy to all new staff:
  - in the staff induction handouts
  - in employee packets
  - as part of a teaching tool kit
  - mail a paper copy to new teachers before they start teaching (maybe even before their first day!)
- If you have a new teacher buddy or mentor system, use as a conversation starter or as a guide to ongoing discussions.
- If no buddy or mentor system, meet with each new teacher (1-on-1 or in small groups) and use as a conversation starter - "coffee & chat".
- Make it a compulsory read before approaching a class (quizzes with chocolate fish?).
- Link to your tertiary teaching courses.
- Use as a starting point for identification of new staff professional development needs.
- Send them the link or link via Moodle
- Create an online community of practice specifically for tutors, discussing the *Signposts*
- Integrate into self-study units or build self-study units around it
- Use as topic for workshops

For current staff:

- Put a link to the resource on your professional development website
- Periodically place a hard copy of the cover with a link in all pigeon holes as a reminder
- Remind staff about it at the beginning of each semester or term
- Email a copy of the resource or the link
- Offer paper copies
- Ask your teaching team leaders to use the resource in staff meetings - discussing one topic per meeting
- Assign a staff member a topic to lead each meeting
- Provide key questions and additional readings to assist in-depth discussions.
- Use as a basis for peer evaluation
- Make follow-up sessions available on an ongoing basis
- Link it to your literacy training and assessment
- If you have a newsletter, include pages or excerpts from the resource in each issue with a reference to the complete *Signposts*
- Make posters of excerpts and post around the campuses (staff rooms are great)
- Make a poster of the cover with information on how to obtain a copy and post around the campuses (staffrooms are great)
- Build it into the performance review process as a starting point for professional development
- Leave copies in the staffrooms
- Make an "effective teaching practice" book & include *Signposts*, adding examples from your organisation.

Make it your own!!

Signposts is available as a Word document – specifically so you can modify it to suit your organisation.

Although many people use the original Signposts and find them useful, you may want to consider making some changes.

For example, if you have specific technologies, activities, or techniques you want your teachers to incorporate, change the pages to specify these particular tools or techniques.

Page-specific examples of potential changes…

#1 Planning to Teach
- Provide a sample lesson plan template or format and an example.

#2 How to Get Going with your Class
- Provide a template for a timetable or some examples.

#3 Engaging your Students in their Learning
- If your organization uses a specific learning style inventory, provide resources for finding out more about it.

#4 Classroom Management:
- In the Plan 'A' and plan 'B' section, provide a phone number for support.

- In the Conflicts section, provide an example of a class contract or agreement.

- In the Conflicts section, include a statement of where they can find this information.

- Under Health and Safety, provide information on how teachers can find this information and key staff.

#5 Delivering the Goods
- Change the last statement "For more ideas on teaching methods and use of technologies, talk to your teaching colleagues and programme coordinator or leader." to specifically guide your teachers on who they can contact and how.

#6 The Language of Assessment
- Under Moderation, change the statement "Your organisation will have a process for carrying out moderation and will document evidence that it has taken place".

#8 Knowing About and Responding to Difference
Change or add contact information for the following statements:
- Seek advice from your institution's Māori and Pasifika teaching department.
- Liaise with your student support office to obtain and discuss policy and practice regarding students with special needs.
- Talk to your professional development staff – they may be able to address teacher anxieties regarding student diversity.
- Access and read appropriate resources from your library or on the Internet.

#9 Being Professional
- To make this more specific: "Your institution will have some guidelines and/or a policy outlining what is expected of employees. These may include institutional values, e.g. respect for people (māhorahora), accessibility (ka taea e te tangata) and integrity (mana tangata)".

#10 Embedding Literacy and Numeracy
- If you have a specific department that can support either your teachers or your students, add contact information here.

Add more…
There is nothing magical about the number of pages in *Signposts*. Staff developers have suggested additional pages for some institute-specific information. Feel free to add more pages to suit your own requirements. Some topics suggested are:
- Attendance taking
- Using media in teaching
- Literacy and numeracy
- Information and digital literacy
- Building a portfolio
- Working with International students

A note on copyright

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USEFUL WEBSITES

ACODE – Australasian Council on Open, Distance and E-Learning: http://www.acode.edu.au/

Ako Aotearoa: http://akoaotearoa.ac.nz/

Association for Learning Development in Higher Education: http://www.aldinhe.ac.uk/

Association of Tertiary Learning Advisors of Aotearoa New Zealand: http://www.atlaanz.org/

Carnegie Foundation for the Advancement of Teaching: www.carnegiefoundation.org

Cornell University Teaching Evaluation Handbook - http://www.cte.cornell.edu/resources/teh/teh.html

Digital Literacy Portal at the University of Illinois Libraries: http://www.library.illinois.edu/diglit/index.html

European Educational Research Association: http://www.eera-ecer.eu/about/

HERDSA – Higher Education Research and Development Society of Australasia: http://www.herdsa.org.au

Higher Education Academy (UK): www.heacademy.ac.uk

International Society for the Scholarship of Teaching and Learning: www.issotl.org

JISC Publications (UK): http://www.jisc.ac.uk/publications.aspx

Literacy Aotearoa: www.literacy.org.nz

Ministry of Education - Tertiary Education: www.minedu.govt.nz/educationSectors/TertiaryEducation.aspx

New Zealand Association for Research in Education: www.nzare.org.nz

New Zealand Council for Educational Research (NZCER): www.nzcer.org.nz

Survival Guide for New Academics: University of Technology Sydney - http://www.iml.uts.edu.au/learnteach/career/survival.html

"Teach with Tech" podcast, presented by the Indiana University School of Education: http://teachwtech.blogspot.com/

The OECD Programme for International Student Assessment (PISA): http://www.pisa.oecd.org

University of Minnesota – Centre for Teaching and Learning: http://www1.umn.edu/ohr/teachlearn/tutorials/index.html

Vanderbilt Center for Teaching Podcast: http://blogs.vanderbilt.edu/cftpodcast/