



ITLS INTERNATIONAL TEACHERS FOR TOMORROW'S SCHOOL

SYSTEM CHANGE AS AN OPPORTUNITY FOR INTERCULTURAL
SCHOOL DEVELOPMENT AND MUTUAL LEARNING

Reflection on professional re-integration at our school

Abstract:

The following reflection sheet encourages a better understanding of various opportunities, challenges and barriers linked with the professional entry into your school. Such discussions can reveal a great deal about the school practice and your experience in this new professional start.

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sheet for reflection and exchange

Target groups:
teaching staff

Goals:
to discuss and reflect on the professional school re-entry

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**FOR DISCUSSION AND EXCHANGE:
Reflection on professional integration at our school**

School:

Conversation with:

Date:

With your new teacher, debate and exchange ideas based on the following prompts:

- How do you cope with your new teaching tasks?
- As a new teacher in our country/at our school you are faced with several issues. Please explain your experiences with respect to the following: language, formal requirements/acceptance of degrees, different system of teacher education, different role of teachers, different interaction with students. How can I help to ease these issues at our school for you?
- What kind of support do you receive from the colleagues (e.g. with regard to professional competences [lesson preparation, teaching, classroom management], extracurricular tasks, orientation in school)? What kind of additional support would you appreciate?
- Do you feel yourself to be under observation and judged? If so, how?
- How do you handle complex school demands?
- If conflicts with students, colleagues, parents, school administration arise, how do you resolve them?
- How can I help? What can I do to ease your integration into our school system?
- Taking into account your experiences with your entry into our school so far, where do you see yourself in, for example, 5 years' time?
- What do you wish for your professional future?
- Other:

Time out — for self-reflection

Consider the context of your school and write down or remark on the following:

Brainstorm a list of any kinds of information or processes on school organisation/management, well-being, lesson planning, critical discussions that are necessary to meet the needs of your international teacher(s).

Think of the persons who might know answers to the prompts above or be able to help your international teacher to find answers.

What are the impacts of the personal, professional and emotional support, reflection and exchange with international teacher(s) that your school is providing?

What impact do these discussions have on your school practice and on the teaching/learning processes of the new teacher?

Recommendations for self-reflection:

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find people/contacts who are willing to share their professional experience and find time to regularly discuss, share ideas, and reflect together with international teachers, to develop respectful, trusting relationships at and beyond our local context.

try to find the important information on professional qualifications, competences and other regulations, and through on-going discussions with international teacher(s) support and guide him/her through personal and professional experiences within and outside the school.

explain to the colleagues at our school that international teachers need sufficient and gradually increasing levels of autonomy and freedom; and opportunities to innovate and take measured risks in our school practice.