Contents

Acknowledgements	5
Foreword	7
Introduction	9
Reality shock: Why the early days of teaching are so challenging	9
Induction: Supporting early professional learning	12
The research behind this book	16
Who this book is for	18
How this book is organised	19
Chapter 1 Supportive work contexts: Setting the scene for success	21
Off to a good start: Rose	21
Finding her own feet: Vanessa	22
Contrasting beginnings to teaching	24
The importance of supportive workplaces	25
Working conditions that matter	26
Creating supportive workplaces	33
Summary	37
Taking stock: How are we doing?	38

Chapter 2 Schools that support workplace learning Robert's story Lucy's story Why teacher learning matters Approaches to workplace learning Making teacher learning the number one priority Summary Taking stock: How are we doing?	39 39 41 42 43 46 54
CHAPTER 3 Mentoring and personal support Zoe's story Steven's story What are mentoring relationships? What are the benefits of mentoring? What skills do mentors need? A framework for mentoring beginning teachers What might the dimensions look like in practice? Summary Taking stock: How are we doing?	55 55 57 60 60 64 72 75 81 82
CHAPTER 4 Widening horizons Xanthe's story Natalie's story Ruby's story Extending professional roles Creating contexts for new challenges Summary Taking stock: How are we doing?	83 83 84 85 87 88 93 94
CHAPTER 5 Making the induction year work for the beginning teacher Choose your workplace carefully Getting an interview Build your learning skills Self-management Summary	95 95 97 98 101 103
References	105