

Timeline of professional integration actions



Carrefour national de l'insertion
professionnelle en enseignement

This inventory of actions taken by those involved in professional integration (principals, mentors, colleagues, non-teaching staff members, etc.) in various settings (elementary, secondary, vocational training and adult education) is **an example of what can be done in schools.**

It is important to realize that not everything necessarily needs to be done. This bank of ideas can be modified and enhanced to meet the needs of the teachers being accompanied.



Timeline of professional integration actions



■ August

■ September

■ October

■ November

■ December

■ January

■ February

■ March

■ April

■ May

■ June

August



- **Validate or plan the calendar of professional integration activities**
- **Welcome participants by various means (back-to-school lunch, welcome card, welcome kit, etc.)**
- **Introduce professional integration stakeholders to the school team**
- **View the Getting off on the right food webinar in the Multimedia Resources section**
<http://www.cnipe.ca/>
- **Identify the needs of beginning teachers (see CNIFE productions <http://www.cnipe.ca/>)**
- **Visit the site and introduce staff members**



August

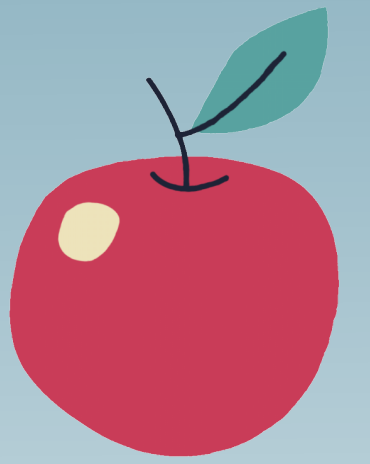


- Propose discussion meetings on various themes (welcoming students, meeting parents, etc.)
- Present organizational documents
- Present the local professional integration program
- Ensure that each beginning teacher has a professional email address

To be addressed : code of conduct, photocopier, committees, available materials, schedule, historical background, keys, budgets, use of the premises, oversight, self-injectable epinephrine, etc.



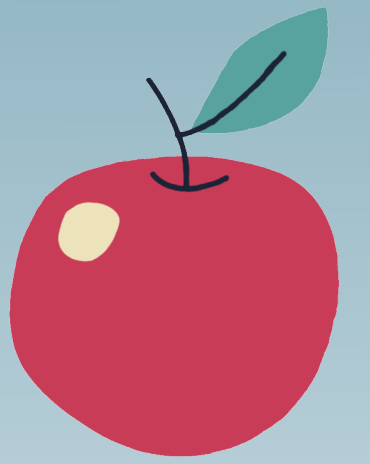
September



- Survey needs so that our support can be adapted
- Submit a list of the names of educational advisers
- Propose a lunch and learn session (school organization)
- Drop by the classroom to say “hello”
- Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: teaching duties, planning, collaborative work, explanation of stakeholder roles, operation of communications tools, communications to parents, norms and procedures, school calendar, payroll, etc.



September



- Explain the various forms (references, etc.)
- Present the professional integration training courses offered and how to register for them
- Suggest a meeting with the union representative
- Help with the layout of the classroom
- Explain and provide tools to create a good class profile
- Plan support meetings (calendar)
- Welcome any newcomers



October



- Survey needs so that our support can be adapted
- Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: classroom management, well-being at work, intervention plans and modified report cards, evaluation, IWB and ICT integration
- Ensure that standards and procedures (evaluations, grids, etc.) are understood
- Share words of encouragement
- Welcome any newcomers



November



- **Discuss the theme of the parents' meeting**
- **Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: parent meetings, good practices, behaviour management, opportunities to participate in professional development activities, pedagogical supervision, professional competency frameworks**
- **Introduce the CNIPE website and social networks**
- **Welcome any newcomers**



December



- Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: life balance and letting go during vacation periods, the impact of vacation periods on students, case studies (behaviour management, learning)
- Reminder of the training offered by the local professional integration program
- Make small gestures (words of encouragement, chocolate left on desk, etc.)
- Welcome any newcomers



January



- Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: review of global planning
- Reminder of the training offered by the local professional integration program
- Welcome any newcomers
- Review the timeline as well as effective and ethical ways to record observations for special needs students



February



- **Review and follow-up on PI**
- **Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: student grading, life balance with respect to spring break, case studies, managing emotions**
- **Welcome any newcomers**
- **Celebrate Teacher Appreciation Week**



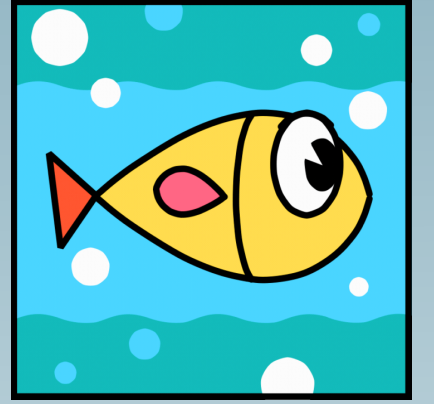
March



- Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: evaluation, departmental evaluations, parent meetings for special needs students, professional associations
- Welcome any newcomers



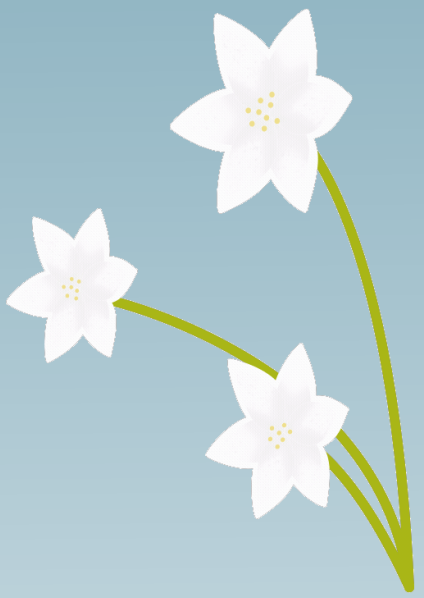
April



- Explain how the end of the year unfolds (learning assessment, relationship with students)
- Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: end of contract, employment insurance benefits, assignments, priority list, interview
- Welcome any newcomers



May



- Plan school supplies for the following year
- Suggest thematic or discussion meetings that can be facilitated by different staff members with expertise: correction management, student motivation, ending the class
- Manage the class budget
- Welcome any newcomers



June



- Take stock of the support offered
- Make plans for the following year's welcome of new teachers
- Explain the procedure for forming groups
- Make small gestures (wishes for a happy holiday)

