



# Timeline organiser for new-to-teaching educators

Think & Reflect

## Four weeks before teaching

Attending Induction events will help you understand your role, the University's mission statement, and how to network with colleagues. They will also signpost educational resources and give you a chance to reflect on your professional development, including your Pathway to Fellowship.

You should attend the central induction programme as well as your department's induction events so you can get a feel for your department's culture and priorities.

## Two weeks before your first class

At this point, start thinking about where your teaching will take place. This includes exploring our campus by finding and familiarising yourself with the room you will be teaching in, the classroom technology and where you can get support before and during teaching.

Around this time, the Student Services Team may get in touch with details about students with special educational needs, start thinking about your teaching timetable and arranging your academic support hours and informing the Student Services teams in your department.

## Your first two weeks of teaching

At this time, it is vital that you reflect on how your first two weeks of teaching have been and explore what support is available, including the use of peer review of teaching and the Educator Development Framework to help you improve.

The Student Union class reps will be in touch to introduce themselves (in the first few weeks).

It is important to review how your teaching team of Assistant Lecturers and/or Graduate Lab Assistants work collaboratively to support students.

## Half way through term

Now is the time to reflect on the effectiveness of your teaching and make plans on where, when and how your peer review activity will take place. It is advised that you engage with students and capture their in-module feedback, working with the Student Union Class Reps (week 4/18 approx.).

You may also want to think about developing your understanding of assessment and feedback practices in general. This might be your first go at these.

## Looking beyond your first year

Reflect on your teaching journey as a whole. Consider your highlights, challenges and opportunities in relation to your teaching, wellbeing, sense of community and development.

Consider your continuing professional development in more depth, including thinking about your Pathway to Fellowship: [CADENZA](#), [PGCHEP](#) (MACE for Health and Social Care) application.

Engage more with opportunities to develop your education leadership.

Must do

- Attend the autumn or spring [central induction event](#).
- Attend departmental induction.
- Understand your teaching responsibilities using module supervisor handbook or have a conversation with your Director of Education.
- Complete the Personal Tutor self-study [Moodle course](#) (if applicable).
- Attend the [Pathway to Fellowship session](#) to determine your approach to gain a teaching qualification at the University.
- Attend [essential training](#) on supervising PGR students (if applicable).
- Complete your reading list with the help of the Library and Cultural Services team.

- Complete the [Blended Learning Baseline course](#).
- Prepare a weekly schedule of your availability for academic support hours.
- Familiarise yourself with the [reading list](#) software and timeline.
- Arrange a 1:1 induction with your librarian.

- Consider how [Peer Review of Teaching](#) could support you with your teaching practice and identify the departmental approach.
- Design and agree on a plan on meetings, tasks and roles of Assistant Lecturers and Graduate Lab Assistants.
- Encourage students to complete in-module student [feedback survey](#).

- Respond and act on the students' feedback working with the Student Union class reps.
- Decide on when, who and how your [peer review activity](#) will be done.

- Use your departmental processes to reflect on the data from Student Module Feedback.
- Apply for [CADENZA](#), if applicable.
- Identify [local and national teaching awards](#) and funding opportunities to recognise and share your good practice.

Might do

- Connect with colleagues and teaching teams.
- Explore the [Educator Development Framework \(EDF\)](#) and keep a "teaching journal" to support your development.
- Create a list of educational events that you might like to attend including education conferences.

- Bookmark the [Find your way website](#) to find and familiarise yourself with teaching space and classroom technology.
- Identify key contacts related to your teaching timetable, your modules and Professional Services support.
- Engage with departmental education events, e.g., Education Away Days.

- Make networking a priority by reaching out to the course lead or other colleagues informally, teaching on the same programme. Speak to your Director of Education, if needed.
- Visit our [learning events page](#). Consider attending [Education Insights workshops](#) on being new to teaching in Higher Education, how to engage students with the lectures, how to approach module design, etc.

- Consider attending sessions to develop your assessment and feedback practice.
- Consider attending a session on [introduction to assessment and engaging students with feedback](#).

- Complete a SWOT analysis considering areas of your practice that you would keep, change or modify to be a more effective educator.
- Consider contributing to the [excellent practice database](#).
- Engage with the University community by contributing to [networks, events and projects](#).
- Apply for [local or national teaching awards](#) or funding opportunities to recognise and share your good practice.
- Speak to your Head of Department about education leadership roles in your department.

*This timeline works as a guide explaining a typical new-to-teaching journey and needs to be informed by your personal, departmental and institutional needs/expectations.*