

after ten years, are as dispensable as facial tissues.

The school unit can serve best by helping the people it serves go where they want to go, or if it is their decision, stay where they are, through doing the best possible job of changing the behavior of children. The teacher has his share in the choice of goals and methods, as citizen, and as adult member of society.

The best school unit known to the writer is in a socially and culturally mixed area, but its motto is "Toward Community."

The principal of this school has had a quarter of a century of success because he has helped the people of the community to find their own way. He has not insisted that these urbanites change to meet the standards which prevailed in his rural origins. His professional knowledge has been a kind of capital for the community, but so have the special skills of many others in the area.

*The adults employed in the best school unit I know believe that they are serving the community, not that the community is serving them.*

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MARY E. FERGUSON and HELEN R. ROUSE

# Principal and Supervisor Help the New Teacher

**Working together as a leadership team, the principal and supervisor welcome the new teacher and make induction into the school system a satisfying and challenging professional experience.**

**A**N IMPORTANT consideration in building a strong educational program is the attention given the beginning teacher. Competent teachers are gilt-edged securities for any system. Therefore, time spent by the supervisor and principal with the beginning teacher pays in dividends to the child, the school and the community.

Atlantic City is a summer resort with many homes rented to care for the influx of summer visitors. This means that homes and apartments for

new teachers are seldom available until the week after Labor Day. For this reason it has not been possible to hold preschool workshops to help the new teacher. Therefore, the orientation of the teacher who is new to the system must be carefully planned by the principal and supervisor.

During the summer it is the practice of the supervisor and principal to send letters to the teachers new to the Atlantic City system welcoming them to the community and the school family.

An invitation is extended to the teacher at that time to meet with the supervisor and principal to discuss the school setting in which she will be teaching. Let the reader follow the steps taken in working with one beginning teacher in Atlantic City:

Upon receipt of her letter the teacher wrote expressing her delight and her wish to have a conference at an early date. Plans were then made for the teacher, the principal of the school in which she would be teaching, and the supervisor to meet together. At the time of the meeting there was an informal discussion and a free exchange of ideas on educational philosophy. During the informal period such topics as living accommodations, dining places, recreational opportunities and the meeting and making of friends were discussed in order to help the new teacher and to put her at ease. Time was spent in acquainting the new teacher with pertinent facts relating to education in the Atlantic City Schools. At the end of the conference period the principal and teacher visited the school to see the environment in which the teacher would be working. Before they left the supervisor's office a date was scheduled for a later conference. At that meeting, aspects of working with children and elements of the instructional program in the Atlantic City Public Schools would be discussed.

The principal and teacher then visited the school together. Ideas for room arrangement were exchanged and the principal suggested possible ways for making the room more attractive for the children when they arrive the first day. A tour of the building was

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then made so that the teacher could get acquainted with areas the children would be using.

At her second conference with the principal and the supervisor, the teacher showed her eagerness by the questions she asked her two helpers. It is always interesting to note how much supervisors and principals can learn through questions that are asked. At this conference different areas of the educational program were discussed and suggestions were made for planning the first day. The teacher learned of the help available from the special subjects teachers who operate on a consultant basis in Atlantic City. She was urged to use the principal and supervisor as resource persons in matters of curriculum, understanding and dealing with children and in matters relating to the school community. At this time the teacher was given an opportunity to borrow some of the materials with which she would be working and some professional books and other publications which would help her gain security. This was later followed by more specific help from the principal.

### A Good Beginning

The fall term had begun. The teacher had been in her classroom to create an environment that would help to develop a good educational program. At the time of her visits to the classroom the teacher had met several

of her associates, who helped to give her a feeling of belonging. A Sunday night supper at the home of the principal provided an opportunity to meet her fellow workers socially. When her real job began the first day of school, the supervisor and principal knew that a pleasant working relationship had been established between the teacher and the other staff members. The teacher knew that help and encouragement were close at hand.

During the first few weeks in September the new teacher and her principal kept in close contact to insure a good start. When the supervisor visited in the building for the first time that year the principal and supervisor discussed the teacher's adjustment to the situation. They then visited the classroom. Later there was a conference attended by the teacher, supervisor and principal. This meeting was held during the supervised play time, when it was possible for an experienced teacher to take care of two classes on the playground. The new teacher was given the opportunity to give her reactions to the group with which she was working and to evaluate the work which was observed. In turn, the principal and supervisor told the teacher of the strengths observed and gave constructive suggestions for working with the children. The teacher posed questions which either the supervisor or principal attempted to answer. At this time the teacher was made aware again of the role of the principal and supervisor in regard to help available.

The principal and supervisor continued every effort to assist and encourage the new teacher. Such procedures as visits to the classroom, indi-

vidual conferences, staff meetings and group meetings with new teachers were used. Resource material for reading was made available.

One procedure that proved very helpful was a visit to the classroom of an experienced teacher of the same grade level. For this directed observation the teacher was accompanied by the supervisor and another new teacher while the two principals in question took charge of the classrooms of the new teachers. This visit was made so that the new teachers might observe specific factors such as some phase of room management relating to distribution of supplies or work habits of children. The visiting teachers were asked to note factors of room arrangement which contributed to learning activities. The supervisor made clear to the visiting teachers that the purpose of the visit was for particular aspects of the program such as are mentioned above. At other times a factor of a specific subject was noted.

To insure the worth of the half day, the experienced teacher met for a short time before school with the new teacher and the supervisor to be sure all knew the purpose of the visit. During the observation in the experienced teacher's classroom the supervisor pointed out particular aspects of the teaching which might go unobserved by the inexperienced. After the visit, the supervisor, the experienced teacher and the new teacher met again so that questions might be asked and answered. So that the experienced teacher's time might be used to the advantage of the new teachers, the principal in this situation cooperated by taking the class.

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