



Junior Faculty Teaching Development

This teaching development plan is set up to give you the opportunity to craft your teaching development journey with the support of a variety of colleagues. Combining meetings, exchanges, observations, and feedback sessions, the plan aims to expose you to multiple perspectives, and the pedagogical methods and delivery strategies that best fit your content and learning outcomes. We hope that you will take full advantage of this guide in order to accelerate your comfort with teaching, and the INSEAD context.

We recommend that you do the following over the next 16 months or during two rounds of teaching:

- ✓ If not done so already, meet with your area chair. He/she will pair you with a Teaching Mentor.
- ✓ Meet with your teaching mentor and your coach (Annie Peshkam, FBL/Josephine Teo, SGP) to discuss your teaching needs and potential professors for observations.
- ✓ Coordinate with the professors and/or courses you will observe.
- ✓ Contact the colleagues who will provide you with feedback.
- ✓ Liaise with your coach on when she will observe.
- ✓ After 16 months or two rounds of teaching, meet with your teaching mentor and your coach to debrief on your progress, the degree to which you benefited from receiving support, and in what ways you would like to receive support moving forward.

Observe Experienced Teachers in Action

Faculty greatly benefit from the observing real-time instruction, student reactions, and teacher-student interactions specifically within the INSEAD context.

Choose three experienced teachers whose pedagogical methods and/or delivery strategies would be valuable to observe and note for your future course.

Ideally, choose:

- 1 professor whose course you will be teaching
- 1 additional professor from within your area
- 1 additional professor from outside your area

We recommend that you observe at least one professor's entire course (preferably the course you will be teaching) to view how the professor makes adjustments over time to methods and delivery according to content, audience, and learning outcomes.

We recommend that before and after observing you meet with the colleague whose class you observe to discuss their teaching and to offer your thoughts.

Name	Course	Period

Receive Feedback from Multiple Colleagues

Colleagues are or have been in a similar position as you. Hearing about your teaching from colleagues with different levels of experience will enrich the scope of the feedback you receive, particularly in the context of teaching INSEAD participants.

- Choose two junior teachers (JT), and two experienced teachers (ET) who could be valuable sources of insight and feedback on pedagogical methods and delivery strategies.
- Contact those individuals to coordinate dates and times to meet. Set up a pre brief, an observation time, and a debrief.
- Ideally, your colleagues should observe you at least twice in order to provide feedback that generalises across sessions, and that reflects your progress.
- It may be helpful to select a mixture of colleagues whose style is similar to yours and colleagues whose style feels like 'a stretch' for you.
- Have colleagues observe **as early as possible** in your course. Ideally, **the first 4 sessions**.

Name	Session/Section
(JT)	
(JT)	
(ET)	
(ET)	

Receive Feedback from Your Coach (iLITE)

iLITE offers a systematic instructional coaching programme. Your coach can facilitate your transition into teaching at INSEAD based on her experience observing many courses across areas, and providing feedback to faculty of all experience levels.

- Contact her to coordinate dates and times to meet.
- Please schedule at least two rounds of observation and feedback with your coach so that she can observe patterns in your teaching, target key strengths and opportunities for improvement, and offer the space to work through and implement solutions.

Name	Round 1 (Dates & Times)			Round 2 (Dates & Times)	
	Pre brief	Observation	Debrief	Observation	Debrief
(iLITE) Annie Peshkam/ Josephine Teo					