From Chaos to Control:
Beginning Teaching Made Simple

Are you Thriving or Surviving?

Hi there, my name is Bree,



Founder of Grad2Teacher and a passionate secondary teacher dedicated to supporting beginning educators.

With over 10 years of teaching experience across multiple subjects and school settings, I've worked with students and teachers from all walks of life. But more importantly, I've been exactly where you are; stepping into classrooms for the first time, walking into new school environments, lack of confidence through fear and uncertainty all at once.

Through my own journey, I quickly realised that university can teach you theory, but the reality of teaching is completely different. Beginning teachers often need ongoing support, honest guidance, and someone they can ask questions without judgement.

Research from Aarts, R., Kools, Q., & Schildwacht, R. (2020); state the challenges "beginning teachers are acculturated into a new context, work together with colleagues, relate to students, teach a subject in a motivating manner and find out what kind of teacher they are or want to be, establishing their professional identity" all at the same. This is why Grad2teacher has been created.

Grad2Teacher

Grad2teacher is an online mentoring and support platform designed specifically for beginning teachers. I created Grad2Teacher because I wanted to build a safe, supportive space where new educators could ask questions, learn openly, and connect with someone who understands the realities of teaching.

At Grad2Teacher, we support new teachers with practical strategies, honest advice, behaviour management support, organisation tips, classroom routines, and the everyday challenges that come with stepping into the profession for the first time.

Our goal is to help beginning teachers walk into their first classroom feeling more confident, prepared, and supported by removing uncertainty, building confidence, and growing the skills and knowledge needed for the teaching environment.

How To Use This Guide

From Chaos to Control: Beginning Teaching Made Simple

Understanding Where You Need To Start

This self-assessment is designed to help beginning teachers reflect on their current teaching practices, confidence, experiences, strengths, and areas for growth. Based on the three key foundations for success in the classroom, Confidence, Content, and Administration, it serves as a reflection tool to help you understand where you are in your teaching journey and identify areas for further development.

How to Use This Tool and Find Your Inner Teacher

For each section, carefully read the statements and tick the option that best reflects where you currently see yourself as an educator. You may feel confident in some areas and less confident in others; this is a normal part of growing as a teacher. Please remember, there are no right or wrong answers.

At the end of this self-assessment, you will have a clearer picture of:

- Your current starting point
- Your strengths as an educator
- Areas you may want to improve,
- and the next steps Grad2Teacher can help support you with.

Confidence

This section focuses on building the confidence needed to manage behaviour, teach curriculum content effectively, and navigate the school the school environment.

Behaviour Management

- Learn how to create routines, set expectations, and confidently manage classroom behaviour.

Teaching the Curriculum

- Develop confidence in teaching content using simple lesson structures such as “I Do, We Do, You Do.”

School Environment

- Understand school systems, staff relationships, policies, and where to seek support when needed.

Behaviour Management

- [ ] I set clear expectations and boundaries.
- [ ] I follow through with warnings and consequences consistently.
- [ ] I understand my school’s behaviour management processes.
- [ ] I stay calm and professional when managing disruptive behaviour.
- [ ] I use seating plans and routines effectively.

Confidence

Relationships & Knowing Students

- [ ] I actively learn and use students' names.
- [ ] I build respectful relationships with students.
- [ ] I make an effort to connect with students beyond lessons eg. Co curriculum, school activities, theatre performances etc..
- [ ] I can identify students who may need additional support - HOT or LOT.

Teaching Confidence & Organisation

- [ ] I feel prepared before lessons begin.
- [ ] I can follow a term planner, Units or lesson sequences.
- [ ] I break content into manageable teaching steps.
- [ ] I use planners, checklists, or routines to stay organised.

Reflection & Growth

- [ ] I feel prepared before lessons begin.
- [ ] I can follow a term planner, Units or lesson sequences.
- [ ] I break content into manageable teaching steps.
- [ ] I use planners, checklists, or routines to stay organised.

Content

This section focuses on planning and delivering engaging lessons, differentiating learning for student needs, understanding theory and practical teaching approaches, and becoming involved in co-curricular opportunities that strengthen student connection and engagement.

Differentiation

- Learn how to adjust learning tasks to support, extend, and engage different student abilities.

Lesson Sequences and Structures

- Understand how to plan and structure lessons with clear purpose, timing, and learning progression.

Teaching Theory vs Practical lessons

- Learn the differences between teaching theory and practical lessons, including organisation and engagement strategies.

Involvement with Co - Curriculum

- Build student relationships and school connection through involvement in sport, clubs, and school activities.

Planning & Lesson Delivery

- [ ] I understand what students are learning each lesson.
- [ ] I can follow a term planner or curriculum documents.

- [ ] I can organise lessons into simple teaching sequences.
- [ ] I feel confident explaining content to students.
- [ ] I can adjust lessons to support different learning needs.

Student Engagement

- [ ] I use activities that keep students engaged.
- [ ] I can check student understanding during lessons.
- [ ] I feel confident asking and answering student questions.
- [ ] I can adapt when a lesson does not go to plan.

Reflection & Improvement

- [ ] I reflect on lessons to improve future teaching.
- [ ] I seek feedback on my teaching practice.
- [ ] I continue building my content knowledge and teaching skills.

Admin

This section focuses on managing the professional responsibilities of teaching, including parent communication, school processes and data entry, and developing positive relationships within the wider school community.

Communication with Parents

- Develop confidence in professional communication with parents through emails, phone calls, and conversations.

School Data Entry and processes

- Learn how to manage attendance, behaviour records, reporting, and everyday school procedures.

Colleague and School Community

- Build professional relationships with colleagues while becoming an active part of the school community.

Communication & Professional Responsibilities

- [ ] I feel confident communicating with parents and caregivers.
- [ ] I understand professional communication expectations.

- [ ] I feel prepared attending meetings and professional discussions.
- [ ] I know who to ask for support within the school.

Organisation & Professional Practice

- [ ] I can manage emails, notes, and school responsibilities effectively.
- [ ] I keep student records and behaviour notes organised.
- [ ] I use a planner or diary to manage workload and deadlines.
- [ ] I balance teaching responsibilities with my wellbeing.

Professional Growth

- [ ] I contribute positively within a staff team.
- [ ] I am open to feedback and professional learning.
- [ ] I ask questions when unsure rather than avoiding support.

Where To Go From Here

LETS CONSOLIDATE

Write Your Scores Below:



Confidence	Content	Admin
_____/18	_____/12	_____/11

What Your Results Mean Confidence

12–18/18 Strong Confidence
You demonstrate confidence in managing behaviour, teaching curriculum content, and navigating the school environment. You establish effective routines, deliver lessons with purpose, and actively seek feedback and support to continue growing as an educator.

7–12 /18 Developing Confidence
You are building confidence across behaviour management, curriculum delivery, and understanding school systems. Some areas are becoming strengths, while others require greater consistency and experience.

0–6 /18 Emerging Confidence
You are in the early stages of developing confidence as a teacher. Focus on establishing routines and expectations, using simple lesson structures, and learning how school systems and support networks operate.

Where To Go From Here

LETS CONSOLIDATE

What Your Results Mean Content

10–12 /12 Strong Content Understanding & Delivery
You understand curriculum content well and can teach it clearly using effective lesson structures. You can sequence learning, explain concepts simply, and adapt content for student needs both HOT (High Order Thinking and LOT (Low Order Thinking). You consistently check for understanding and refine how you extend student thinking.

7–9 /12 Developing Content Understanding & Delivery
You understand the content and are building confidence in how to teach it. You can plan lessons but may need support with sequencing or differentiation. You are beginning to use teaching strategies, but consistency is still developing.

0–6 /12 Emerging Content Understanding & Delivery
You are developing your understanding of content and how to teach it. You may need support with breaking down concepts, planning lesson sequences, and using clear teaching strategies. Focus on simple structures and learning from experienced teachers.

Where To Go From Here

LETS CONSOLIDATE

What Your Results Mean Admin

Results Guide (/11)

9–11 /11 Strong Professional Practice

You demonstrate strong professional skills in communicating with parents, managing school processes, and contributing positively to the school community. You work collaboratively, complete administrative responsibilities effectively, and represent yourself professionally.

5–8 /11 Developing Professional Practice

You are building confidence in professional communication, school processes, and working within the school community. Some areas are becoming strengths, while others require greater consistency and experience.

0–4 /11 Emerging Professional Practice

You are in the early stages of developing professional responsibilities. Focus on understanding school systems and processes, building professional relationships, and developing confidence when communicating with parents and colleagues.

Ready To Move From Chaos to Confidence?



If this self-assessment has shown that you are in the strong confidence range, well done!
You are already building the foundations needed to succeed in the classroom and should feel proud of the progress you are making.
If this self-assessment has shown that you are in the beginning **stages or developing of your teaching confidence,** please know this; every teacher starts somewhere. Feeling unsure, overwhelmed, or still developing in certain areas is a completely normal part of the journey into teaching. Growth comes through support, guidance, reflection, and experience over time.

If **you are ready to build greater confidence**, strengthen your teaching foundations, and **feel more supported in your journey** as an educator, I invite you to book a discovery call. This is a relaxed 30-minute, no-pressure conversation where we can explore your current challenges, goals, and teaching experiences, while identifying practical ways **Grad2Teacher can support you** in becoming a more confident and capable teacher.

Click below to contact me

Book a Discovery call