Education and Training Inspectorate

The Reflective Teacher

CONTENTS

Section			Page
	Foreword by the Chief Inspector		
1.	Introduction		1
	Who can make use of this document?		
2.	Evaluating your Work		4
	Why evaluate your work?		
	How do you continue to improve your work through self-evaluation?		
3.	What personal qualities do you require to be an effective teacher?		6
4.	What professional competences do you require to be an effective teacher?		7
	A	Knowledge of the needs, abilities and aspirations of your pupils	
	B	Planning for improvement	
	C	Teaching and learning strategies	
	D	Classroom management skills	
	E	Monitoring and evaluating learning	
5.	Where can I get further help to support the development of my work?		13
6	Conclusion		15

APPENDICES

APPENDIX 1: The process of self-evaluation

APPENDIX 2: Helpful resources

APPENDIX 3 Professional Development Action Plan Template

APPENDIX 4: A Glossary of Terms

Foreword

During inspection members of the Education and Training Inspectorate (the Inspectorate) observe many examples of effective teaching, where the pupils are motivated, stimulated and eager to learn. The outstanding or very good teaching we observe is often characterised by a strong desire to achieve the best possible outcomes for the pupils and a willingness to improve the quality of learning and teaching.

In order to improve further, many teachers already review and evaluate their work. The evaluation of learning and teaching can be done in many ways, ranging from individual reflection about a lesson at the end of the day to peer evaluation and discussion about the outcomes. Whatever the process, it is of key importance that the outcomes of the evaluation are used to improve learning and teaching strategies and, by so doing, to bring about improvement in the experiences of the learners and the standards which they attain.

The aim of this document is to build on the purpose of the original 'The Reflective Teacher (2005)', namely

> *… to outline the quality indicators used by the Inspectorate to evaluate teaching, in order to help the individual teacher to undertake an honest and open evaluation of their work*

by updating it in light of more recent publications, including the General Teaching Council for Northern Ireland's (GTCNI) 27 professional competences.

When commenting on the nature of reflection, the GTCNI's 'Teaching: the Reflective Profession[1]' states:

> *… reflective practice needs to be internalised as part of a teacher's professional identity; it cannot simply be bolted on as an additional skill, rather it becomes part of the professional mind-set and it is integrated within all the competences in a holistic way.*

My Inspectorate endorses fully this view, and I hope each practitioner in Northern Ireland finds that 'The Reflective Teacher' encourages them to internalise reflective practice as an integral part of their professional identity and, as a consequence, helps them to recognise the strengths in their teaching, and engender an enthusiasm to develop professionally the areas they have identified for improvement.

Noelle Buick
Chief Inspector

[1] http://www.gtcni.org.uk/uploads/docs/GTCNI_Comp_Bmrk%20%20Aug%2007.pdf

1. INTRODUCTION

1.1 Background

1.1.1 In the 1990s, the Inspectorate published a series of documents, including 'Evaluating Schools[2]' and 'Evaluating Pastoral Care[3]', with an aim to share with teachers the quality indicators used by the Inspectorate in many areas of evaluation. In 2003, several DVDs were produced to help the staff of an organisation evaluate the quality of provision by reflecting on, and discussing, examples of good practice.

1.1.2 The document, 'Together Towards Improvement[4]' (TTI), first published in 2002, has been updated and re-issued, and the series 'Evaluating Subjects[5]' and 'Improving Subjects[6]' have been supplemented by the 'Better' series - 'Better Literacy[7]', 'Better English[8]', 'Better Numeracy[9]', 'Better Mathematics[10]' and 'Better Science[11]'. All these documents[12] aim to support those who work in schools to evaluate the quality of their work, particularly the quality of the learning and teaching.

1.1.3 In 2005, 'The Reflective Teacher' was first published to provide additional guidelines through which individual teachers can evaluate their own work in order to bring about improvements for the learners[13].

1.1.4 In 2007, the GTCNI published 'Teaching: the Reflective Profession' which incorporated statements of the 27 Professional Competences and exemplars of each competence across the four phases, Initial Teacher Education (ITE), Induction, Early Professional Development (EPD) and Continuing Professional Development (CPD).

1.1.5 In 2009, the Department of Education (DE) published 'Every School a Good School: a policy for school improvement[14]' which identified the following characteristics of high quality learning and teaching:

- a broad and relevant curriculum is provided for the pupils, including through the Entitlement Framework for pupils at Key Stage 4 and above;
- an emphasis on literacy and numeracy exists across the curriculum;

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[2] http://www.etini.gov.uk/evaluating_schools.pdf
[3] http://www.etini.gov.uk/evaluating-pastoral-care.pdf
[4] http://www.etini.gov.uk/index/together-towards-improvement.htm
[5] http://www.etini.gov.uk/index/document-archive/document-archive-post-primary.htm
[6] http://www.etini.gov.uk/index/document-archive/document-archive-post-primary.htm
[7] http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2008/better-literacy-in-primary-schools.pdf
[8] http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-post-primary/surveys-evaluations-post-primary-2011/better-english-2.pdf
[9] http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2010/better-numeracy-in-primary-schools-evaluations-and-prompts-for-self-evaluation.pdf
[10] http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-post-primary/surveys-evaluations-post-primary-2007/better-mathematics-evaluation-and-prompts-for-self-evaluation-and-improvement-in-post-primary-schools.pdf
[11] http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-post-primary/surveys-evaluations-post-primary-2008/better-science.pdf
[12] See also http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2008/literacy-and-numeracy-in-primary-and-post-primary-schools-characteristics-that-determine-effective-provision.pdf
[13] The terms learners and pupils are used interchangeably throughout and refer to learners of any age.
[14] http://www.deni.gov.uk/esags_policy_for_school_improvement_-_final_version_05-05-2009.pdf

- teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff, and dedicated to improving learning;

- teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom;

- assessment and other data are used to inform effectively learning and teaching across the school and in the classroom in order to promote improvement;

- rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement;

- teachers reflect on their own work and the outcomes of individual pupils; and

- educational outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

1.2 ***Who can make use of this document?***

1.2.1 This document is intended to be used primarily by a **teacher, individually or with others**; it will also be very useful for student teachers. You may decide, for example, to use the document within a year group or in small groups, to evaluate your work with others, and to set your own targets for improvement.

1.2.2 As an individual teacher, through your own classroom teaching, you have a major part to play in promoting the improvement of the learning of your pupils.

It is your role, as endorsed by the GTCNI, to:

- reflect on the provision you make for your pupils both collectively and individually;

- assess the quality of your teaching and the learning which results within your own classroom; and

- evaluate how the quality of your work is contributing to improvement throughout the whole school.

This document is designed to promote your professional competence by helping you to:

- do your best for the learners under your care;

- find evidence with which to evaluate your work;

- identify your strengths and celebrate these areas;

- build on the areas of strength;

- identify and address areas for improvement;

- identify your own development needs and advance your professional development and improvement;
- strengthen your professional relationships; and
- contribute to whole-school development and improvement.

The document is not designed:

- to be used as a check list;
- to be used for appraisal; and
- for others to set targets for individuals.

2. EVALUATING YOUR WORK

2.1 *Why evaluate your work?*

2.1.1 Instinctively, teachers evaluate their practice; you may make changes to lessons, for example:

- when you feel you are losing the attention and motivation of some of the pupils;
- when some pupils are not achieving the outcomes you have planned for them;
- after you have marked work, questioned the pupils or observed their work; or
- when you discover an aspect of a colleague's work that you feel you could adopt or adapt.

2.1.2 It is also important for you to evaluate your own work to ensure that:

- you are providing the best possible outcomes for the pupils in your care;
- your own work contributes to improvement in the experiences of the pupils and the standards which they attain; and
- you can contribute to whole-school evaluation work.

2.1.3 If you regularly ask yourself the questions:

Did I make a difference today and how do I know?

then you have already begun to evaluate your work in order to make the learning outcomes better for your pupils.

Some other questions you may wish to consider:

How do I engage in self-appraisal and critical evaluation of my work?
How do I engage in professional development?
How do I keep myself open to the possibilities of change and innovation?
How do I keep up-to-date with relevant aspects of my subject or phase?
How do I engage professionally with other members of staff?

If the answers to the above tend to be yes, then you have already started on the pathway to becoming a reflective teacher.

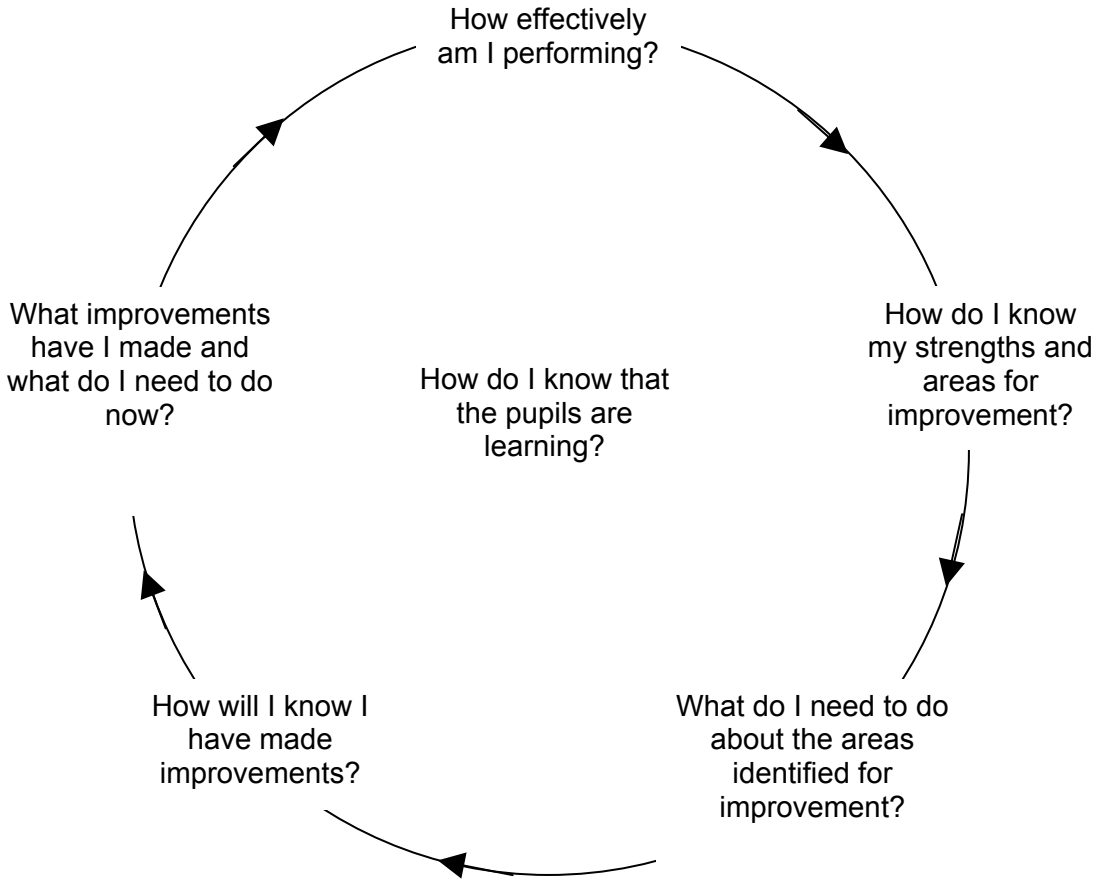
2.2 *How do I continue to improve my work through self-evaluation?*

2.2.1 As indicated, the process of self-evaluation is important to help you to identify:

- the strengths of your practice on which you can build; and
- any areas for improvement which need to be addressed.

2.2.2 The majority of teachers write and record some evaluation of the work outlined in their planning. These evaluations can vary from brief notes about resources needed, to more insightful comments on the learning which is evident, on their own teaching and on the teaching strategies which need to be developed further.

2.2.3 Continuous evaluation is very useful and adds to your own evidence of how the learners are learning. There are many ways to evaluate, but it is a simple process and should not become complex. In an effective, manageable process of self-evaluation, the following questions can form a continuous process.



Using these questions will help you to identify an area you may wish to improve. An elaboration of these statements is included in Appendix 1.

3. WHAT PERSONAL QUALITIES WILL YOU REQUIRE TO BE AN EFFECTIVE TEACHER?

3.1 ***To be successful and effective as a teacher you need to:***

- be able to engage, motivate and enthuse the pupils ;
- be a good active listener and communicator;
- demonstrate commitment to the all-round development of the pupils;
- place particular emphasis on the links between the personal and educational development of the pupils;
- be self-motivated and able to work as a member of a team;
- keep up-to-date with relevant aspects of your subject and/or phase;
- exercise patience and display sensitivity to the individual needs and abilities of all of the pupils;
- respect your pupils and encourage them to respect each other;
- foster positive working relationships with your pupils;
- encourage parents/carers to be involved in the education of their children;
- form positive professional relationships with all of those involved in the life and work of the school; and
- support and manage colleagues in development work, where appropriate.

4. WHAT PROFESSIONAL COMPETENCES WILL YOU REQUIRE TO BE AN EFFECTIVE TEACHER?

4.1 The professional competences you require to be an effective teacher may be grouped into five categories, identified through self-evaluation and developed through Early and Continuous Professional Development.

These categories are:

A. knowledge of the needs, abilities and aspirations of your pupils;

B. planning for improvement;

C. teaching and learning strategies;

D. classroom management;

E. monitoring and evaluation of learning;

A. Knowledge of the needs, abilities, and aspirations of your pupils

Knowledge of your pupils and their specific needs, aspirations and interests is essential to ensure effective teaching and learning.

How do you know that you have knowledge of, and address the individual needs, abilities and aspirations of your pupils?

Ask yourself if you:

	GTCNI Competences
• have a perceptive insight into the pupils' intellectual, social and emotional needs;	6, 7, 8, 9, 15, 19, 21
• recognise that effective pastoral care underpins and enables successful learning;	7, 8, 9, 10, 12, 19, 21, 22
• provide reassurance, build confidence and encourage pupil motivation and commitment;	6, 8, 10, 12, 15, 19, 21, 22
• share the learning intentions with the learners, where appropriate;	10, 14
• provide a range of work which sensitively respects differences in ability;	14, 15
• involve the learners in their own target setting;	24, 26
• seek specialist support, when appropriate, to meet learners' individual needs.	9, 10, 16

See also the quality indicators provided in TTI, particularly those relevant ones included for the following key questions:

How effectively do the care, advice and guidance and other support processes provided for learners safeguard their welfare, promote personal development and ensure achievement?

How effective is the school in providing additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning?

How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?

B. Planning for improvement

Being well prepared for lessons is essential to ensure effective learning and teaching.

What constitutes good planning?

Effective classroom planning should reflect your overall knowledge of:

	GTCNI Competences
• your pupils' previous learning experiences and achievements;	6, 8, 14, 15, 20, 21
• the range of abilities and different learning styles within your class;	6, 9, 14, 15, 21
• the need for an appropriate match of work to the level of ability of your pupils;	14, 15, 21
• aspects of learning and teaching across the curriculum;	3, 4
• the aims and objectives of the school.	1, 12

and include:

• progression in the learning opportunities;	14, 15
• appropriate learning outcomes;	14
• where appropriate, relevant success criteria from which to form judgements on progression and continuity;	14
• an appropriate variety of teaching strategies;	17, 20
• short, clear statements of what you want the pupils to learn;	14
• activities to motivate and challenge the learners;	6, 17, 21

• an outline of an effective range of resources, including ICT;	11, 20
• an outline of how the learning is to be monitored and assessed both regularly and effectively;	24, 25, 26
• reference to whole-school or departmental planning.	

See also the quality indicators provided in TTI, particularly those relevant ones included for the following key questions:

How effective is planning to support and promote successful learning?

Does the curriculum offer coherent broadly-balanced programmes of learning which provide learners with clear progression opportunities?

C. Learning and teaching strategies

Applying a range of teaching strategies, fit for the purpose intended, is essential to ensure effective learning and teaching with your pupils.

What should effective teaching strategies ensure?

An effective range of teaching strategies should ensure that:

	GTCNI Competences
• pupils are aware of what you plan/anticipate they will learn in the lesson;	15
• pupils are able to work individually, in pairs, in groups (to include active learning opportunities) and at a whole-class level in ways which are fit for the purpose of the lesson and also suit their individual learning styles;	25
• there is a good balance of practical, written and oral work;	17, 20
• there are opportunities for independent learning;	20
• an appropriate time is allocated for pupils to reflect on and then build upon, what they have learned;	20
• there are opportunities for pupils and for you to assess their learning, identify gaps and, where appropriate to celebrate their achievements.	12, 24, 27

See also the quality indicators provided in TTI, particularly those relevant ones included for the following key questions:

How effective is teaching in promoting successful learning?

How effective is assessment in promoting learning?

How effective is the school in providing additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning?

D. Classroom management

Effective classroom management requires you to develop good management skills and strategies which promote learning.

When is classroom management seen to be effective?

Classroom management is effective where:

	GTCNI Competences
• there is an attractive and stimulating environment which is well-organised and resourced to support the pupils' learning;	19, 20
• a wide range of strategies encourages the learners to be settled and engaged in purposeful and productive activities;	7, 10, 16, 19, 22, 21
• agreed whole-school procedures are reflected within your classroom to ensure effective pastoral care and child protection;	2, 13
• there is engagement in relevant staff development which seeks advice and guidance, if appropriate, from relevant sources.	3

See also the quality indicators provided in TTI, particularly those relevant ones included for the following key questions:

How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?

How effectively do the care, advice and guidance and other support processes provided for learners safeguard their welfare, promote personal development and ensure achievement?

E. Monitoring and evaluation

Evaluation of your lessons should help to inform and guide subsequent planning, teaching and learning.

How do you undertake an evaluation of the learning taking place?

The evaluations of your lessons should:

	GTCNI Competences
• make honest judgements about how well the intended learning outcomes of the lesson were realised;	24, 25, 26
• use a range of formal and informal assessment methods to test and measure the progress which your pupils are making;	25
• use the outcomes of your assessment of the pupils' learning to help you plan for future lessons.	25, 26

See also the quality indicators provided in TTI, particularly those relevant ones included for the following key questions:

How effective is assessment in promoting learning?

How effective is the school in providing additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning?

4.2 The centrality of Literacy and Numeracy

At the heart of DE's vision

> *'to ensure that every learner fulfils her or his full potential at each stage of their development.'*

is improving the Literacy and Numeracy outcomes of our children and young people (see also GTCNI professional competence 3). In recent years, the Inspectorate has published a number of documents that were designed to aid teachers in their self-evaluation of these two key areas, namely: Better Literacy, Better English, Better Numeracy and Better Mathematics, that were designed to aid teachers in their self-evaluation of these two key areas.

In addition, a joint report[15] by the Inspectorate and their colleagues at the Department of Education and Skills Inspectorate in Dublin was published which outlines how best to promote and improve literacy and numeracy in our schools. This report comprises:

- characteristics of effective provision, and
- self-evaluative prompts to help teachers reflect on their teaching.

[15] http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-special-education/surveys-evaluations-special-education-2010/a-joint-report-by-eti-and-des-on-how-best-to-promote-and-improve-literacy-and-numeracy-in-our-schools-dec-2010.pdf

5. WHERE CAN I GET FURTHER HELP TO SUPPORT THE DEVELOPMENT OF MY WORK?

5.1 Every organisation, including your school, is required to have a School Development Plan which makes reference to a Staff Development Policy, which aims to improve the quality of provision within the organisation, including the quality of classroom practice.

5.2 Your school's long-term Staff Development Plan should:

- be based on identified individual teacher and whole-school needs;
- make effective use of staff, local and national expertise, as appropriate to the school, and in relation to specified priorities; and
- ensure that activities are monitored and evaluated regularly and that such findings are used to influence future school developmental planning.

5.3 You will find it useful to plan your own personal development programme (PDP) which will be relevant, effective and ongoing throughout your career. In terms of professional development, your school's Staff Development Plan will also provide you with opportunities to:

- seek support and improvement in your development needs identified through self-evaluation;
- seek and obtain support when necessary;
- develop further your strengths;
- acquire skills, which enhance your suitability for promotion; and
- share examples of your good practice with others.

5.4 ***Who can contribute to your development?***

5.4.1 **Support from within your school**

There are many opportunities for you to gain support to improve your practice. The first source of support is within your own school. Each teacher can recognise strengths in their colleagues that they could develop for themselves. It is important within a staff that these strengths are shared and that a school culture is such that teachers will share professional expertise and be able to approach another member of staff to obtain advice and support, without being made to feel inadequate or unprofessional.

After all, you too have strengths which will be of benefit to others.

5.4.2 **External support**

There are many outside organisations where you may gain support. The following list is not necessarily exhaustive, but it does provide a basis from which to seek external support:

The Curriculum Advisory and Support Service (CASS) within each Education and Library Board (ELB);

Regional Training Unit (RTU);

Universities and Teacher Training Colleges;

Behaviour Support Units of ELBs;

Outreach Centres;

and other agencies charged with enhancing the quality of learning and teaching.

6. CONCLUSION

6.1 Self-evaluation on a whole-school or personal level should effect improvements in the pupils' learning through enriched experiences, the quality of learning and teaching and the standards that the pupils attain; it should also support your own professional and personal development, and help you to be a confident teacher.

6.2 Self-evaluation should confirm the strengths of your practice and, where necessary, detect areas for improvement. The most important outcomes are that the strengths are maintained and built upon and that the areas for improvement are acted upon with subsequent changes in practice.

6.3 As with any process of self-evaluation:

- the procedures used should be developed or adapted by you to meet your needs;
- the evidence obtained should be both qualitative and quantitative;
- the outcomes of your evaluation should lead to action to achieve the intended improvements in learning and teaching;
- the views of pupils, colleagues, parents and governors should be taken into consideration; and
- the process should be ongoing and fulfilling.

Appendices

The Process of Self-evaluation

How effectively am I performing?

The identification of strengths and areas for improvement signals the beginning of the process. The identification of the area for improvement may come about in many different ways, for example:

- there may be **a whole school evaluation** of a particular aspect of provision taking place, and you wish to see how the quality of your work can contribute to the overall improvement in experiences and raising of standards in the school;
- areas for improvement raised, **at the end of an inspection or following peer observation**;
- concerns that some **pupils in your class are not achieving well enough**;
- **unexplained variations in exam results**;
- some **pupils appear to be bored or inattentive**;
- your **planning does not appear to be guiding adequately your teaching**;
- you realise that you are **using a narrow range of teaching strategies**; and
- in the light of **comments from the pupils or parents**.

How do I know my strengths and areas for improvement?

The gathering of evidence is a very important aspect of the process. The evidence should support the recognition of strengths or the identification of the areas for improvement. This evidence could be found in, for example:

- assessment for learning
- your own and whole-school planning;
- comments of interested parents;
- samples of pupils' work;
- questionnaires issued to pupils;
- observation notes made by a colleague;
- outcomes from the use of quality indicators as outlined in' Together Towards Improvement';
- peer evaluation with a colleague;
- observation in another classroom; or
- by recording the lesson.

It may be useful to refer to a coach/mentor within or outside the school to help you identify your strengths and areas for improvement.

These and many more ways to gather evidence are very useful and, as you become more at ease with the process, you may employ more of the methods.

What do I need to do about the areas identified for improvement?

An honest evaluation of this evidence will identify for you the strengths in your work and the areas for improvement, and allow you to move on to the next stage of the process.

Some of the areas for improvement may be easily remedied, for example:

- a shortage of resources which could be obtained in the short term;
- a change in the layout of planning.

Other areas may need more attention, for example:

- the widening of the range of teaching strategies; or
- providing opportunities for independent learning.

At this stage in the process **you need to be realistic about what is possible**. You need to be comfortable with the level of change and the timescales. There will be short-term areas for improvement which can be acted upon quickly without undue effort, but the other more difficult areas must not be neglected.

Other areas will **need a more intensive change in practice,** so these must be undertaken at a suitable pace; the process should allow you to bring about that change on a permanent basis. **Identifying time scales for completion** and the implementation of the changes in practice are very important.

How will I know I have made improvements?

The action to bring about improvement is the most important aspect of the whole process. When you have identified an area for improvement you will want to know **what improvements in practice or outcomes you want to achieve. If you set appropriate success criteria they will help you to assess if you have reached your goal.**

The **success criteria** you establish will vary according to the area you are evaluating and will be time-bound, but some general principles include the need for success criteria to be:

- focused sharply;
- reflecting the experiences of the pupils, evidence of their learning and the standards which they attain;
- easily measured; and
- relevant to the area being evaluated.

What improvements have I made and what do I need to do now?

At this stage you are reviewing the new evidence you have gathered. A review of the evidence, particularly the same evidence you used at the start of the process to identify the area for evaluation, should also provide confirmation of improvement.

You will want to know specifically the improvement in outcomes for the pupils, in terms of their experiences or the standards they reach. The success criteria you identified at the beginning of the process will help you to evaluate whether or not you have reached the levels you set.

All you may now have to do is to continue the new practice and build on your success, but you may also find that there is work still to be done. If you are being rigorous and honest about your own evaluation, you will be able to identify the way forward.

As you progress through the process, it is advisable to keep a brief record of all that you have done which illustrates;

- the evidence you used;
- your success criteria; and
- the outcomes in the form of improvements you have made.

This record will help you in the future with other evaluations, and provide you with valuable information of the changes you implemented to bring about improvement.

At this stage you have reached the end of this review process, but there may still be areas for development and you may be identifying new priorities, so the process can be repeated. As you use the process more frequently you will become more confident about the evidence you use and the areas you review.

APPENDIX 2

The Department of Education aims to ensure that pupils' learning experiences are of good quality and provide a firm foundation for future success in education and throughout life. The Inspectorate aims to promote the highest standards of education and plays a part in assisting all of those involved in education to evaluate and improve their own provision by providing clear indicators of quality. These indicators are laid out in a number of Inspectorate publications:

- Evaluating Schools; Evaluating Pastoral Care; Evaluating Pre-School Provision[16]
- Evaluating Subjects; Improving Subjects
- Together Towards Improvement (pre-school, primary, post-primary and special versions)
- Better Literacy, English, Numeracy, Mathematics and Science
- A joint report by the Education and Training Inspectorate and the Department of Education and Skills Inspectorate on how best to promote and improve literacy and numeracy in our schools

DVDs

Pre-school, Primary, Post-primary, Vocational Training, Youth Sector, Alternative Educational Provision (AEP) (2 Discs), Special Education, and Classroom Observation for Teacher Education

DE's policy documents

Every School a Good School: a policy for school improvement, 2009

Count, Read: Succeed: a strategy to improve outcomes in literacy and numeracy[17], 2010

Every School a Good School: School Development Planning[18], 2010

See also

The draft proposals contained in Every School a Good School: the way forward for SEN and inclusion[19]

The draft Early Years (0-6) Strategy[20]

[16] http://www.etini.gov.uk/evaluating-pre-school-education-2000.pdf
[17] http://www.deni.gov.uk/crs_strategy_literacy_and_numeracy_english.pdf
[18] http://www.deni.gov.uk/sdp_guidance_2010_-_english_published_version_revised.pdf
[19] http://www.deni.gov.uk/every_school_a_good_school__the_way_forward_for_special_educational_needs__sen__and_inclusion___8211__consultation_document__english__pdf_434kb.pdf
[20] http://www.deni.gov.uk/english__early_years_strategy_.pdf.pdf

APPENDIX 3

Professional Development Action Plan:

Focus Area for development_____

What areas have I identified?	What do I need to Do?	How will I know I am making improvement?	When do I hope to complete the process?	What difference did I make?
1)… 2)…				

APPENDIX 4

In schools a number of terms are often used to describe aspects of teaching or learning. The definitions of these terms are wide and varied. In this section a definition of some of these terms is provided to stimulate discussion and debate. This discussion may lead to the setting of definitions for other aspects of teaching and learning.

Glossary of Terms	
Learning Outcomes	What you want the pupils to learn or achieve by the end of a lesson or a series of lessons.
Success Criteria	The measures of evidence you will use to ascertain whether or not you have achieved the intended learning outcomes.
Range of Abilities	The abilities of the pupils in your class; these abilities may vary from subject to subject.
Differentiation	Setting work to support and challenge all the pupils individually within your class related to their ability.
Teaching strategy	The approach you use to teach the class—terms such as whole-class teaching, paired work, group work, and individual work are the most common.
Pace of Lesson	The pace of a lesson is the speed with which it moves from introduction to conclusion.
Group Work/Co-operative Learning	A group of pupils working on a set task with a single outcome. A group of children sitting together does not constitute group work.
Independent Learning	Pupils working on a task individually making their own decisions, for example about how to find and present information.
Paired Work	Similar to group work; two pupils working on a task with one outcome.
Progression	Improving measurably on the pupils' previous experiences and achievements.