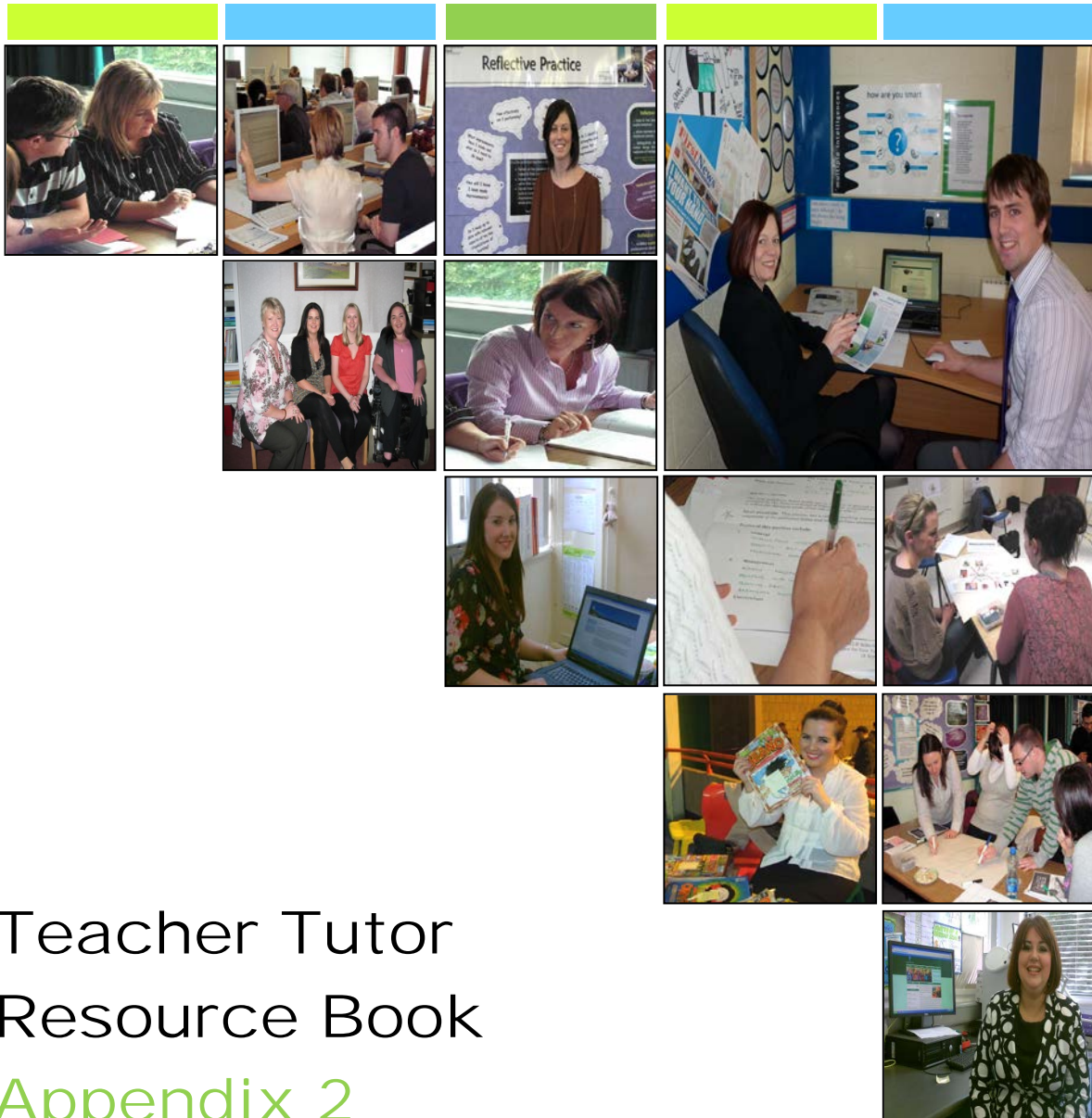
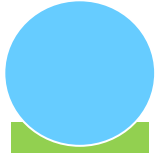




Northern Ireland Beginning Teacher Programme



Teacher Tutor
Resource Book
Appendix 2




Induction Forms and Reports

Appendix

2



2.1 Induction Portfolio Checklist

Induction Portfolio Core Elements		
1.	Personal Details and Induction School Information	
2.	Career Entry Profile	
3.	Log of Extra Curricular Activities during Induction	
4.	Record of Professional Development during Induction	
4.	Observation of Effective Learning and Teaching	
5.	Action Plan 1	
6.	Examples of Planning linked to Action Plan 1	
7.	Self Evaluation of Lessons linked to Action Plan 1	
8.	Observation Feedback on Action Plan 1	
9.	Examples of Pupils' Work	
10.	Evaluation of Action Plan 1	
11.	Self Reflection on Action Plan 1	
5.	Induction Interim Review Report	
5.	Action Plan 2	
6.	Examples of Planning linked to Action Plan 2	
7.	Self Evaluation of Lessons linked to Action Plan 2	
8.	Observation Feedback on Action Plan 2	
9.	Examples of Pupils' Work	
10.	Evaluation of Action Plan 2	
11.	Self Reflection on Action Plan 2	
12.	Induction Summative Report	
13.	Letter to Confirm Successful Completion of Induction	



2.2 Induction Action Plan Form and Guidance

Complete as an outcome of joint discussion with your Teacher Tutor and with reference to the Career Entry Profile, the GTCNI Competences, Code of Values and Professional Practice

School: _____ Target Class/Group: _____

Area for Development (Ref to Competences)	Success Criteria	Actions (Including timescales)	Support Arrangements	Monitoring (Inc evidence in portfolio)
<p>Focus:</p> <p>Competence(s):</p>				

Evaluation

The Induction teacher and Teacher Tutor should refer to pp 16 and 27 for guidance on how to complete an evaluation of each action plan taking account of the outcomes of evidence gathered e.g. impact on teacher's own development and that of their pupils as identified through their self-evaluation of lessons, examples of pupils' work, observation feedback etc.

Self-Reflection

The Induction teacher and Teacher Tutor should refer to pp 17 and 28 for guidance on how they should engage in the important process of self-reflection in order to conclude each of their action plans.

Name: _____
Induction Teacher

Signed: _____
Teacher Tutor

Signed: _____



GUIDANCE FOR THE INDUCTION TEACHER AND TEACHER TUTOR ON DRAWING UP INDUCTION ACTION PLANS

Area for Development	Success Criteria	Actions (including time scales)	Support Arrangements	Monitoring
	<i>What will my focus look like when it has been achieved?</i>	<i>What do I have to do to make this happen?</i>	<i>What support will I need to help me implement my actions/achieve my target?</i>	<i>How will I monitor progress?</i>
<p>What do you want to develop in terms of your teaching and your pupils' learning?</p> <p>Consider with your Teacher Tutor:</p> <ul style="list-style-type: none"> • Priorities for development from your Career Entry Profile • Needs arising within your classroom setting • School Development Plan Priorities, if appropriate <p>Competences: Map your area for development against 1-3 appropriate teacher competences focusing in on the Induction exemplars given for each in Section 6 of the GTCNI publication: <i>'Teaching – the Reflective Profession'</i>.</p> <p>At a later stage, targets for Action Plan 2 may arise from:</p> <ul style="list-style-type: none"> • Your summative reflection on Action Plan 1 • Classroom observation and feedback • Your Induction Interim Review Report 	<p>What outcomes do you expect to achieve?</p> <p>Consider: The specific improvements, skills, knowledge and learning outcomes for:</p> <ul style="list-style-type: none"> • your own professional development in the context of your chosen competences – i.e. the impact on your teaching and classroom management • your pupils 	<p>What will you need to do to achieve your success criteria? Be specific and avoid general statements</p> <p>Consider:</p> <ul style="list-style-type: none"> • Carrying out reading, research and observation of good practice • Your planning • Incorporation of appropriate teaching strategies and resources from reading, research and classroom observation • Delivery of lessons • Timing • Inbuilt mechanisms for self-evaluation 	<p>What support will you need to help you implement your actions & achieve your targets?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Participation in the Induction Inservice Training Programme • Assistance given with planning by Teacher Tutor, Key Stage Coordinator or HOD • Support of classroom assistants • Support from EA Induction Officer(s) • Support from other external agencies 	<p>How will you monitor and evaluate your progress on this action plan? What evidence will you include in your Induction portfolio?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Including 2 examples of your planning linked to your action plan e.g. lesson plans, unit/ scheme of work, PPTs etc • Keeping a reflective journal of significant events related to your action plan • Including self-evaluations of lessons • Including written feedback on a minimum of two lesson observations from your Teacher Tutor, Principal, Head of Key Stage or HOD • Incorporating a range of examples of how you have regularly monitored and assessed your pupils' work e.g. marking for improvement, photographic, video etc. • Providing 3 examples of pupils' work (written, photographic etc.) • Including pupil feedback e.g. questionnaires, comment boxes, podcast interviews, • Providing a summary of monitoring discussions & meetings with your TT, KS Coordinator or HOD e.g. Induction Interim and Summative Reports
<p>Evaluation Please refer to pp 16 & 27 of the Induction Portfolio template for guidance on how to complete an evaluation of your action plan taking account of the outcomes of evidence gathered e.g. impact on your own and pupils' development as identified through your self-evaluation of lessons, examples of pupils' work, observation feedback etc.</p>				
<p>Self-Reflection Please refer to pp 17 & 28 of the Induction Portfolio template for guidance on how to engage in this final important self-reflection in order to conclude your action plans.</p>				



2.3 Induction Interim Review Report

To be completed on school headed note paper and retained by your Induction teacher in their Induction Portfolio.

School: _____

Date: _____

Signed (Induction Teacher): _____

Teacher Reference Number: _____

Signed (Teacher Tutor): _____

Counter-signed (Principal): _____

NB: Complete as an outcome of joint discussion between the Beginning Teacher and the Teacher Tutor, with reference to Induction Action Plan 1, the GTCNI Teacher Competences, Code of Values and Professional Practice and the school context

- a Achievements and Area(s) of Strength
- b Area(s) for Continuing Professional Development as identified through Induction Action Plan 1

ONE COPY TO BE:

- Given to the Induction teacher and retained in their Induction Portfolio
- Retained by your school



2.4 Induction Summative Report

To be completed on school headed note paper and retained by your Induction teacher in their Induction Portfolio.

School: _____

Date: _____

Signed (Induction Teacher): _____

Teacher Reference Number: _____

Signed (Teacher Tutor): _____

Counter-signed (Principal): _____

NB: Complete as an outcome of joint discussion between the Beginning Teacher and the Teacher Tutor, with reference to the Induction Action Plans, the Interim Review Report, the GTCNI Teacher Competences, Code of Values and Professional Practice and the school context

- a Achievements and Area(s) of Strength

- b Area(s) for Continuing Professional Development

- c Interim plans for focusing Early Professional Development

Recommended for Successful Completion of Induction? Yes / No
(Delete as appropriate)

ONE COPY TO BE:

- Given to your Induction teacher and retained in their Induction Portfolio
- Retained by your school



2.5 Letter to Confirm the Successful Completion of Induction

To be completed on school headed note paper and retained by your Induction teacher in their Induction Portfolio.

School Address

The Board of Governors of ... **(Insert School Name)** confirms, on the recommendation of the Principal and in light of a satisfactory report on Induction which meets the criteria for the completion of Induction described in the Teacher Education Partnership Handbook, that ... **(Insert name of Induction Teacher and Teacher Reference number)**, has completed the Induction stage of teacher education and may begin Early Professional Development.

Signed (Principal): _____

Date: _____

Signed _____ (Chairperson on behalf of the Board
of Governors) of _____ **(Insert School Name)**

Date: _____

THIS LETTER OF COMPLETION TO BE SENT TO:

- the General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF

ONE COPY TO BE:

- Given to your Induction teacher and retained in their Induction Portfolio
- Retained by your school
- Sent to the Induction and EPD Team in the relevant region of the Education Authority, Northern Ireland

