Northern Ireland
Beginning Teacher Programme
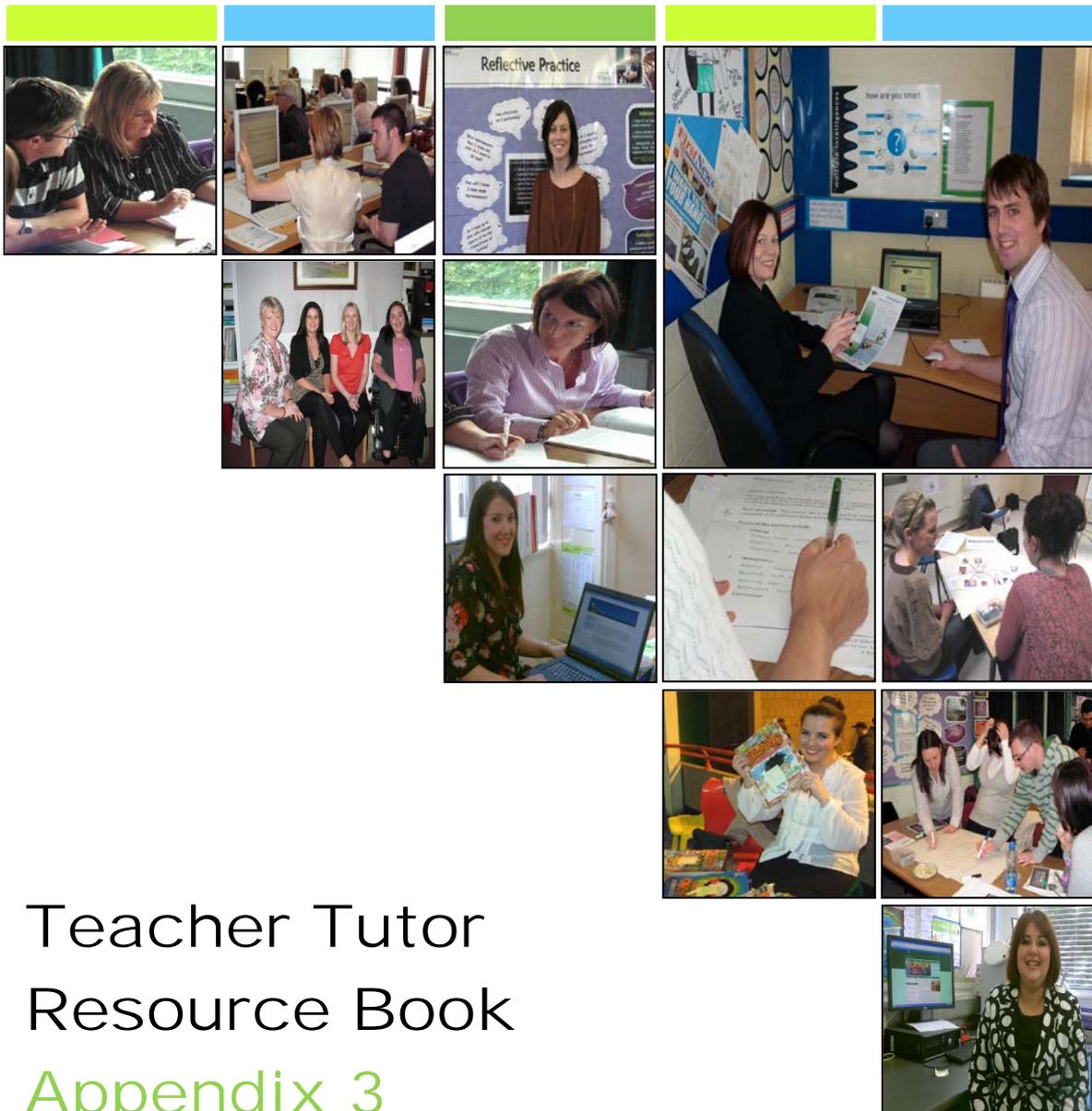
Teacher Tutor
Resource Book
Appendix 3

Appendix

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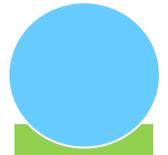
EPD Forms and Reports

3.1   EPD Portfolio Checklist

EPD Portfolio Core Elements	✔
1. Personal Details and EPD School(s) Information	
2. Log of Extra-Curricular Activities during EPD Year 1 and EPD Year 2	
3. Record of Professional Development during EPD Year 1 and EPD Year 2	
4. Observation of Effective Learning and Teaching during EPD Year 1 and EPD Year 2	
5. Professional Development Activity 1 (EPD Year 1)	
6. PDA 1 Learning Log	
7. PDA 1 Evidence 1, 2 and 3	
8. Review of PDA 1	
9. Self Reflection on PDA 1	
10. Quality Assurance of PDA 1	
11. Confirmation of Completion of PDA 1	
5. Professional Development Activity 2 (EPD Year 2)	
6. PDA 2 Learning Log	
7. PDA 2 Evidence 1, 2 and 3	
8. Review of PDA 2	
9. Self Reflection on PDA 2	
10. Quality Assurance fo PDA 2	
11. Confirmation of Completion of PDA 2	
12. Letter to Confirm Successful Completion of EPD *(End of EPD Year 2)*	

3.2 EPD Professional Development Activity Form

PROFESSIONAL DEVELOPMENT ACTIVITY (For use by EPD teacher in EPD Year 1 and EPD Year 2)	
Date of Beginning this PDA	
Name and Address of EPD School	

My Professional Needs as a Teacher
(as identified through joint discussion between the EPD teacher and Teacher Tutor)

School Priorities

Reference here any priorities in the School Development Plan which relate directly to teaching and learning in your classroom

Key Stage or Departmental Priorities

Reference here any priorities set out in your key stage or departmental development plans which relate directly to teaching and learning in your classroom

My Professional Needs in the Context of these Priorities

Identify here the priority which you feel is an appropriate focus for this PDA. You may wish to consider any or all of the following:
- issues raised in your summative report on Induction
- school priorities and departmental/key stage priorities
- the needs of the pupil(s) and class(es) which you are responsible for teaching
- other recent school-based staff development e.g. Behavior Management, SEN, Literacy, Numeracy, ICT, Assessment for Learning, Thinking Skills & Active Learning, Differentiation

Professional Development Activity Details
(as identified through joint discussion between the EPD teacher and Teacher Tutor)

Phase	Enter here whether your activity reflects practice in Nursery, Special, KS1, 2, 3, 4, or post 16
Area of Learning	State the broad area which matches the focus for your PDA e.g. Behaviour Management, Literacy, Numeracy, ICT, Early Years, Assessment for Learning, Thinking Skills and Personal Capabilities etc
Focus of PDA for Pupils	What aspect of the broad area will you focus on? E.g.: • Developing Mental Maths with Year 5 pupils • Developing Early Writing Skills • Developing Pupils' Collaborative Group Work Skills • Developing Peer Evaluation Skills to Support Independent Learning • Use of Effective Questioning • Implementation of a KS3 Sustainable Development Programme • Promoting Health and Safety in Techology and Design/PE/HE/Science etc What will the aims of this focus be for the pupils?
Purpose of PDA for the EPD Teacher	• What knowledge, skills and new understanding do you want to develop through this PDA? • Which competences will you target - it is recommended that you identify and focus on a **maximum of 1-3 GTCNI Competences** which are appropriate to your PDA and which you will refer to in the final section **'Reflecting on My Practice.**

GTCNI Competences Addressed

Competence

Statement	Aspect	EPD Phase Exemplar
Insert the main competence statement from the GTCNI publication 'Teaching the Reflective Profession'	Insert the 'aspect' of the targeted competence	Insert the 'EPD phase exemplar' of the targeted competence

Competence

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Insert the main competence statement from the GTCNI publication 'Teaching the Reflective Profession'	Insert the 'aspect' of the targeted competence	Insert the 'EPD phase exemplar' of the targeted competence

School Sourced Information

Within this section you should find out, as appropriate, information which will support you in your planning for and teaching of this PDA:

- your subject(s), key stage curriculum areas
- relevant curriculum requirements
- appropriate teaching strategies
- abilities of the pupil(s)
- pastoral issues
- classroom management
- school policies, etc

This may be sourced from background reading, INSET courses, school-based staff development sessions, and the expertise of school colleagues or an Education Authority support officer. It may also be based on what you already know about your pupils and what else you want to find out. Where textbooks or journals etc are used, the appropriate references should be included, e.g. author, date, title, publisher, pages.

You may present information in this section in either a short piece of prose or in bullet point format

Planning for Learning
You may attach this information if you already use/have an appropriate planning pro-forma

Class, Pupil or Group(s) of Pupils	Make a factual note of the pupil(s) or group(s) of pupils within the class with whom you intend to carry out this PDA (avoid identifying individual pupils by name).
Timescale and Relationship with Scheme of Work	Where does the PDA fit into your existing plans, scheme, or unit of work?
Intended Learning Outcomes	Make a concise statement of the intended learning outcomes for pupils i.e. what you want your pupils to experience, know, understand and be able to do?

Planning and Teaching Strategies

Briefly outline what you are going to teach e.g. 4-6 weekly planner, your unit of work or thematic topic.

Make a concise note of the teaching strategies you will use. You may, for example, consider:
- AfL strategies - independent, peer and group work strategies, marking for improvement, questioning, formative feedback
- Differentiation
- Strategies to promoteThinking Skills/Personal Capabilities
- Active learning

Resources including Educational Technology

Outline the resources you will use to carry out this PDA, e.g.
- Books
- Practical resources and equipment
- Education Technology e.g. Internet, i-pad, Video, Video Conferencing, Digital Camera, Digital TV, IWB, Data Projector, PowerPoint
- Classroom Visitors

You should reference clearly how the use of Educational Technology will enhance pupil learning

Evidence You Will Use to Monitor Learner Engagement and Progress

(impact of your teaching on pupils)

Record here the evidence you will collect to enable you to monitor the progress of the pupil(s). Choose a minimum of three sources.

One source of evidence should be observation and written feedback from your ▢ecognized supporting teacher.
Other sources of evidence might include:

- evaluation of lesson plans
- pupil voice – recorded interviews (audio or video), questionnaire feedback, pupil self and peer assessment
- annotated photographic evidence of learning in progress
- examples of pupils' work
- observation/written assessments of pupil learning
- audio and video recordings of teaching
- data

Evidence

State Evidence 1	Observation feedback from your recognized supporting teacher
State Evidence 2	
State Evidence 3	
State any Additional Relevant Sources of Evidence	

PDA Learning Log

An important aspect of the PDA is to make a brief note of key moments in your teaching which challenge you to think more critically about pupil learning and your role in the learning process.

You may wish to use the template for the PDA Learning Log on page 33 for this purpose.

My PDA and associated plans have been discussed and agreed by:	This person may be the Principal, Vice Principal, main Teacher Tutor, Key Stage Co-ordinator, Head of Department or other designated member of staff.
Date:	

3.3 Quality Assurance of the Professional Development Activity
(for use by the Teacher Tutor with PDA 1 and PDA 2)

To be completed by you and your School Principal in joint discussion with the EPD teacher.
A copy to be retained by the EPD teacher in their EPD Portfolio

Name of EPD Teacher _____

Teacher Reference Number

_____

PLANNING
Please comment on the extent to which: • The focus and purpose of the PDA were clearly stated • The professional needs of the teacher were clearly identified and were, as appropriate, related to the school's priorities and the key stage/departmental priorities • The selected teacher competences were related to the focus • Planning for learning was effective and appropriate to the needs of the pupils
LEARNING AND TEACHING
• To what extent does evidence from observation and discussion indicate that the pupils were engaged in the learning process? • What evidence is there that the teacher is developing the identified competences?

REVIEWING AND REFLECTING

Please comment on the extent to which the EPD teacher has been:
- developing as a critical, reflective practitioner
- encouraged to engage in a process of professional dialogue with other members of staff

CORE VALUES

'The GTCNI Code of Values and Professional Practice underpin the responsibilities and aspiration of the profession in Northern Ireland and provide teachers with a framework to apply the competences in a professional context.'

(Every School A Good School, DE, April 2009, p 35)

With reference to the GTCNI Publication: 'Teaching: the Reflective Profession' (pp 44-46) please comment on the extent to which the EPD Year 1 teacher has exemplified the Code of Values and Professional Practice and applied appropriate competences to his/her Professional Development Activity.

AREAS FOR DEVELOPMENT

Please identify areas for development linked to:
- Planning
- Teaching
- Reviewing and Reflecting

Recommended for successful completion of EPD Year 1?   Yes ☐   No ☐

Signature of EPD Teacher: _____

Signature of Teacher Tutor: _____

Signature of Principal: _____

Date: _____

ONE COPY TO BE:

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

3.4 Confirmation of Completion of the PDA
(for use by the Teacher Tutor with PDA 1 and PDA 2)

*To be completed on school headed note paper and
retained by the EPD teacher in their EPD Portfolio*

Name of EPD Teacher _____

Teacher Reference Number: _____

Commenced the first/second Professional Development Activity on … *(START DATE)* and completed it on … *(COMPLETION DATE).*

This Professional Development Activity focused on. … **(THEME)** and enabled the teacher to reflect on his/her effectiveness in relation to …

Education technology was included in order to …

The teacher was supported within the school by:

_____ *(Name and status)*

_____ *(Name and status)*

_____ *(Name and status)*

who provided quality assurance for Early Professional Development as outlined in Section 5 of the Teacher Education Partnership Handbook – '*Professional Development Activity: Guidance Section B – Quality Assurance of the PDA.'*

Signature of Principal: _____

Date: _____

3.5 Letter to Confirm the Successful Completion of Early Professional Development

To be completed on school headed notepaper at the _end of EPD Year 2 only_
A copy to be retained by your EPD teacher in their EPD Portfolio.

School Address

The Board of Governors of … **(Insert School Name**) confirms, on the recommendation of the Principal, that:

Name of Beginning Teacher: _____

Teacher Reference Number: _____

has successfully completed Early Professional Development.

The first Professional Development Activity focused on … **(Insert Topic**_)_ and enabled the teacher to reflect on his/her effectiveness in relation to ….
Education Technology was included in order to …
The PDA was completed between … (**Insert Start Date)** and … **(Insert Completion Date).**

The second Professional Development Activity focused on **(Insert Topic)** and enabled the teacher to reflect on his/her effectiveness in relation to ….
Education Technology was included in order to …
The PDA was completed between … (**Insert Start Date)** and … **(Insert Completion Date).**

The Beginning Teacher was supported in the school by

_____ **(Insert Name and Status)**

_____ **(Insert Name and Status)**

_____ **(Insert Name and Status)**

who provided quality assurance for Early Professional Development as outlined in Section 5.6 of the Teacher Education Partnership Handbook – '_Professional Development Activity: Guidance Section B – Quality Assurance of the PDA.'._

Signed: (Principal): _____

Date: _____

Signed: (Chairperson on behalf of the Board of Governors of … School)

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