

NIELB

Induction and Early Professional Development



**Developing a policy for Induction and
Early Professional Development**



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“ The individual teacher as learner is located right at the centre of school change. Nothing or no one is more important to school improvement than a teacher. Louise Stoll ”

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This booklet has been prepared to assist Teacher Tutors and other colleagues involved in developing, implementing and coordinating their Induction and EPD programmes. While the booklet provides guidance on developing an induction policy the samples provided should not be viewed as the 'only' approach to writing a policy. They are included to provide ideas and act as a 'springboard' for the development of an induction policy. It is important to remember that an induction policy should reflect the nature and working practices of the school. We hope that these materials will be a useful resource for developing an induction policy.

Induction and Early Professional Development Team



Thinking About Writing an Induction Policy

1

Develop and write the policy

Gather the information you need and with samples in hand, write the policy using simple words and concepts. Think about the audience who will be reading, implementing, and 'living' by the policy. After each section, ask yourself "what if" questions to make certain the policy is covering the basics and any exceptions that may arise. Do not obsess over this, remember, no policy ever covers every possible contingency.

2

Review the draft policy

Select several members of staff, or even a small working group, to read the policy and ask any questions they might have about the policy. This review provides feedback that staff will be able to understand and follow the policy. Rewrite the policy based on the feedback.

3

Obtain management support for the policy

Review the policy with the managers who will have to lead and implement it. It is important to have their support and ownership of the policy. You will have started this process much earlier, even as early as when you identified the need for the policy, but management support is crucial as you implement the policy.

4

Implement the policy

It is important to decide how you will implement the policy, in small groups (area of learning, departmental), or in a staff meeting. Explain the rationale behind the policy and how it will impact on the staff. Distribute and review the new policy, giving staff a chance to ask questions.

5

Decide how you will communicate the policy in the future

Include the policy in your staff handbook. This policy will form the basis of any future induction of Beginning Teachers. You may also want to place the policy on the school intranet or in a policy folder on the computer network's shared area. Decide whether you will want to distribute the policy by additional methods. You will also want to archive and date former policies that this policy replaces. You may need them for reference in the future.

6

Interpret and integrate the policy

The policy is there to give guidance and direction, but it is its application in the school which is important. It may be an over used phrase but it is a 'working' document and work practices will determine the real meaning of the policy. When you find your practices differing from the written policy, it is time to review and rewrite the policy and the cycle starts again.



Learningwell High School

Policy on Induction

1. Rationale

The first year of teaching is not only very demanding but also of considerable significance to the professional development of the beginning teacher. At Learningwell High School we consider BTs an important addition to our staff bringing with them new knowledge and skills as well as enthusiasm, creativity and imagination.

Through our structured and flexible induction programme we offer comprehensive guidance and support to BTs in order to develop their knowledge, skills and professional competences which will enable them to achieve success as experienced teachers in Learningwell High School. We see it as the next step in a continuum of professional development to build on and complement initial teacher education and promote effective learning, teaching and assessment practices. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction are crucial in its continued success. The whole staff will be kept informed of the school induction policy and will be encouraged to participate, wherever possible, in its implementation and development.

We see an effective induction scheme as benefiting the school by:

- assisting with the integration of the BT into the school;
- enhancing communication between colleagues;
- encouraging a supportive culture;
- motivating staff;
- providing further opportunities for professional development;
- confirming the school as a centre for professional debate and development;
- enhancing the quality of support for teachers and the educational provision for the school's BTs;
- Encouraging collaboration and exchange of good practice.

Introduction / Rationale

A paragraph about the nature of the school and the approach to working with BTs.





2. Aims

- To provide a programme of monitoring and support which is tailored to the individual and will help the BT to meet the expectations and requirements for satisfactory completion of induction;
- To build on the BT's knowledge and skills developed through initial teacher training and take account of strengths and areas for development as set out in the Career Entry Profile;
- To involve the Principal and/or teacher tutor working with the BT to develop their action plans which take account of individual needs identified in the Career Entry Profile and the schools priorities within the context of the GTCNI teacher competences;
- To involve both formative and summative processes as part of regular reviews of progress;
- To develop the BT's continuing skills of self-evaluation and reflection and provide a sound foundation for continuing professional development.
- To work through the Area Learning Community in order to offer a flexible programme of support to BTs to facilitate their completion of Induction/EPD.

Aims

These set out the overall purpose of the policy and will be written in broad terms. Generally 3 would suffice but no more than 5.

3. Roles and responsibilities

a. The Governing Body

The governing body is fully aware of "The Arrangements for Initial Teacher Education from September 1996,2 The Teacher Education Partnership Handbook and the GTCNI's revised teacher competences framework (Teaching: The Reflective Profession. GTCNI) which set out the school's responsibility to provide the necessary monitoring and support for BTs. The governing body is kept aware and up to date about induction arrangements and the results of the interim and summative reports.

b. The Principal

At Learningwell High School the principal plays a vital role in the induction process. Mrs Rose Bush meets with the Beginning Teachers on their induction visit and their first day in the school and regularly takes an interest in their progress. While delegating primary responsibility for the programme to the teacher tutor and other experienced colleagues the principal demonstrates her commitment to the programme by:

Roles and responsibilities

This section will set out the main responsibilities of those involved in the induction programme. The purpose is to give an overview not to provide a job description. In this example some statements have been taken from the Teacher Education Partnership Handbook. In the context of a school policy the statements may reflect what the school actually does.



- raising the staff's awareness of the requirements of the induction and EPD stages, and of the school's responsibilities to Beginning Teachers;
- ensuring that there are effective Induction and EPD support programmes in place for Beginning Teachers;
- keeping the Board of Governors informed of the Induction and EPD arrangements in place for Beginning Teachers in the school;
- facilitating attendance at CASS programmes for Beginning Teachers, teacher-tutors and other key staff;
- countersigning the interim review and summative reports, and, if appropriate, recommend successful completion of Induction to the Board of Governors;
- sending a copy of the 'completion of induction' certificate to Teachers' Administration and The General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF;
- celebrating within the school successful completion of the Induction and EPD stages by Beginning Teachers

c. The Teacher Tutor

At Learningwell High School the teacher tutor, Mr Chris Cross is responsible for the induction programme. He is responsible for providing pastoral and professional support and making rigorous but fair judgements. Since there is a strong emphasis on developing classroom confidence, he is mainly responsible for carrying out lesson observations and reviews and encouraging the BT to reflect on her/his classroom practice. In his role he endeavours to:

- get to know the beginning teacher personally and professionally;
- create an open, supportive and challenging climate;
- co-ordinate and manage the Induction and EPD programmes in her/his school;
- provide support for key staff involved in the development of the beginning teacher;
- monitor and evaluate the support programme for the beginning teacher;
- provide the beginning teacher with information which outlines, for example, school aims, routines, policies and procedures on child protection, health and safety and special needs. Much of this information will be contained in the school's staff handbook;

Teacher Tutor

The teacher tutor has a vital role to play in the process. Not only will she/he coordinate the programme but she/he will provide support and guidance to the BT, keep the principal and governors informed of progress and liaise with external agencies.



- assist the beginning teacher to identify her/his professional development needs in the school, and ensure that these are addressed effectively;
- encourage the beginning teacher to reflect critically on her/his teaching and on the quality of pupils' learning;
- monitor and evaluate the beginning teacher's progress through direct classroom observation of their work by the teacher-tutor and/or other key staff, and provide regular feedback and support to promote continuous professional development;
- assist the beginning teacher to select an appropriate focus for both PDAs for EPD, draw together all sources of evidence and complete reflective statements;
- keep the principal and other key staff informed of the beginning teacher's progress; and
- if appropriate, recommend to the principal the successful completion of Induction and EPD.

d. The Beginning Teacher

At Learningwell High School we believe that Beginning Teachers have an important role to play in the life of the school and are committed to ensuring that new teachers rapidly become effective members of staff within the school. Existing staff, the new teacher and above all, pupils, will benefit if the new teacher settles in quickly, becomes familiar with the aims, objectives and operations of the school and makes a significant contribution to its purposes. We therefore provide an induction programme to enable the BT to:

- register with the General Teaching Council;
- register for induction with CASS;
- link with the teacher-tutor and CASS support programme;
- draw up and implement a personal action plan (2 in the induction year) linked to her/his CEP and classroom needs, in consultation with the teacher-tutor;
- collect evidence of increasing competence in an induction portfolio;
- complete the Induction stage successfully before progression to the EPD stage.

Beginning Teacher

The school has made a substantial commitment (investment) in employing a BT. It is therefore important to have an induction programme in place which will not only help the BT realise their potential but from which the school will also benefit.



In reciprocation, we would have an expectation that the BTs would:

- be proactive and take the initiative in seeking advice and help from the teacher tutor with any matters related to their personal and professional welfare;
- be well prepared for teaching lessons and have lesson plans readily available;
- act upon the constructive comments of staff who observe lessons;
- observe more experienced teachers within the department and elsewhere in the school and on visits to other schools, in order to learn from their good practice;
- take full advantage of the School's Induction Programme;
- engage in reflective self analyses of their professional practice and the underlying assumptions on which they are based;
- play an active part in the everyday life of the school by fulfilling administrative and pastoral responsibilities and school duties;
- maintain the school's professional ethos.

Beginning Teacher

While the school will have a commitment to the development of the BT in providing a programme for induction it is important to note it is a two way process and it may be appropriate to include what is expected from the BT.



During the EPD stage the beginning teacher is required to:

- register for EPD with the ELB;
- identify professional development needs in the current school context;
- review professional development needs regularly in consultation with the teacher-tutor and/or other key staff who is/are monitoring her/his work and progress;
- complete two professional development activities (PDAs – over 2 years, 1 in EPD 1 and a second in EPD 2) which should derive from the professional needs identified and be linked to the GTCNI teaching competences;
- present PDAs in a portfolio of evidence, recorded in the format outlined on the EPD Website;
- complete the EPD stage successfully.



4. Monitoring and Evaluation

Observation of classroom practice is an essential part of induction for any BT. If the focus of the observation is clear, it not only provides evidence of strengths and areas for development, but also offers a mechanism for helping beginner teachers improve and develop teaching skills. The BT will be observed on at least 4 occasions (2 observations per action plan) and these should be as far as possible once every half term. However, where a BT is on a short term contract or is spending a consistent period of time in the school a degree of flexibility should be observed to facilitate the teacher.

Observations should focus on particular aspects of the BT's teaching. The choice of focus for the observations should be informed by the teacher competence framework and the BT action plan. Observations will follow arrangements that are agreed in advance and a brief written record will be made on each occasion. The BT and the observer will have a follow-up discussion to analyse the lesson(s) observed. This record will relate to the BT's focus for development and indicate where action is to be taken. It will show any revision of targets.

The teacher tutor should, if circumstances permit, undertake 2 observations of the BT's teaching. The head of department, and other teachers from within the school with particular curriculum responsibilities, may also be involved in observations. These will be co-ordinated by the teacher tutor.

Monitoring and Evaluation

This is an important part of the induction process and reflection should form an integral part of this.

Good practice would suggest 2 classroom observations per action plan to allow for sufficient comment on the BTs progress and development. The ETI in a survey of induction has suggested 6 observations during the induction period.

It is up to the school how it manages this process. Where there are a number of BTs it may not be practical for the teacher tutor to observe them all and experienced colleagues may assist.



5. Review and Evaluation of Progress

Professional reviews of progress, based on discussion between the BT and the teacher tutor will take place at intervals throughout the induction period. There will be at least one scheduled review meeting in any six to eight week period e.g. half term. Professional reviews of progress will be informed by evidence of the BT's teaching observations.

Objectives will be reviewed and revised in relation to the strengths and needs of the BT. A written record will be kept to monitor progress towards objectives set, as well as identification of the steps to be taken to support the BT in meeting the objectives

The role of formal assessment meetings should be made clear before they take place. Two formal review meetings between the BT and the teacher tutor should take place during the induction period, at the interim and summative report stage.

These meetings should be informed by written reports from the classroom observations, and evidence that has been gathered systematically in the induction portfolio which should relate directly to the teacher competences and the BT's action plan.

The principal should countersign the interim review and summative reports, and, if appropriate, recommend successful completion of Induction to the Board of Governors and send a copy of the 'completion of induction' certificate to Teachers' The General Teaching Council for Northern Ireland, 3rd Floor , Albany House, 73-75 Great Victoria Street, Belfast BT2 7AF.

6. At Risk Procedures

If any BT encounters difficulties, the school will endeavour to provide additional support. The teacher tutor will meet with the BT and through honest, open discussions must try to diagnose the exact nature of the problem. The teacher tutor will maintain a documentary record of any difficulties, with details of how they are being addressed and what support and counselling is being provided. If any BT encounters difficulties in meeting the teaching competences, the following procedures will be put into place:

Review and Evaluation of progress

This is an important part of the induction process and reflection should form an important part of this.

The meetings in this policy are for exemplary purposes. It is up to the school to determine how closely it monitors the process. It would be good practice to have a minimum of 2 formal review meetings to discuss the interim and summative reports. The school can determine if it needs additional review meetings.

At Risk Procedures

Some BTs may encounter difficulties during their induction. It is important therefore to have appropriate procedures in place to offer support and guidance to the BT to help them complete their induction successfully.



- diagnose and record the exact nature of the problem and put in place appropriate support to help the BT move toward the successful completion of induction.
- agree attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- engage experienced colleagues in the modelling of aspects of good practice so that the BT can focus attention on particular areas of teaching through observation.

Where a BT continues to have difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements clearly set out.

Where necessary, the ELB adviser will support the induction tutor and BT in observations and planning an appropriate programme to ensure satisfactory completion of the BT year and that all steps have been taken to improve the situation.

7. Policy Review

Drafted and reviewed by the Induction and EPD Development Group August 2011
Reviewed by staff October 2011
Adopted by Governors' Policy Review Group November 3 rd 2007
Adopted by Full Governors' Meeting December 17 th 2007
Implemented as school policy 1 st January 2012
Date of Next Review August 2012

Policy Review

← The induction policy is a working document and will often be amended throughout the school year. It is useful to review the policy on an annual basis to see what has gone well, what areas need to be developed etc. It need not be a lengthy process but it is important to know if the policy is 'working' in practice.



Appendix

Sample policies for Induction and Early Professional Development



Policy for Induction and Early Professional Development

Context

The aim of an integrated approach to teacher education is to encourage beginning professionals to develop their critical, reflective practice in order to improve their teaching and the quality of pupils' learning. The partnership approach to teacher education builds on good practice by giving increased structure and coherence and by giving schools responsibility for assessing the Beginning Teachers progress and the competences they acquire. (Ref. 1.1 Teacher Education Partnership handbook.)

Principles

1. The first year of teaching is not only demanding but also of considerable significance in the professional development of the new teacher.
2. It is the responsibility of the Management Team and other key staff at School to carefully plan and facilitate the Induction of Beginning Teachers (BT's).
3. On completion of the Initial stage of teacher education the ongoing professional development of the new teacher transfers from the HEI to the school and ELB.
4. The Induction and EPD stages of Teacher Education are a continuum of ongoing professional development for a Beginning Teacher. School is committed to and supportive of this process.
5. Beginning Teachers will receive the best possible in-school support throughout their Induction and/or Early Professional Development Years, in keeping with our commitment to the professional development of all members of staff, as outlined in the School Development Plan.
6. A programme of support will be planned and implemented reviewed and evaluated within the competency framework and will promote self-evaluation and reflective practice to ensure quality teaching and leaning.

Purposes

1. The Beginning Teacher to develop increased confidence and progress from learning how to teach to thinking about teaching and finally to think about learning.
2. The promotion of continuing professional development of all Beginning Teachers through critical, reflective practice which underpins Staff Development and supports the School Development Plan.
3. The continuation of an integrated approach to teacher education to promote life long learning and career development.
4. To support a climate where there is sharing of good practice, quality teaching and improved pupil learning.



Practices

Depending on school context i.e. Nursery, Primary, Post-Primary or Special, BT's will be given access to an Induction Programme which will commence upon appointment and continue until the successful completion of EPD.

This will include:

1. Regular meeting with the Teacher Tutor to discuss key issues such as school policies, classroom management, mixed ability teaching, differentiation, assessment, recording and reporting and effective and appropriate communication with pupils, students, colleagues and parents.
2. Encouraging the BT to reflect critically on her/his teaching and on the quality of pupils' learning.
3. Supporting the BT to identify her /his professional development needs in the school and ensuring that these are addressed effectively.
4. Regular departmental/year group/or co-ordinator meetings to discuss curriculum planning provide help and guidance.
5. Opportunities to observe good practice - other experienced colleagues teaching.
6. Support and guidance from Principal, Teacher Tutor, HOD, Pastoral Head of Year, Key stage Co-ordinator.
7. Assisting the BT to select an appropriate focus for both PDA's for EPD, drawing together all sources of evidence and completing reflective statements.
8. Keeping the Board of Governors informed of the Induction and EPD arrangement in place for Beginning Teachers in the school.
9. Supporting the Staff Development attendance at CASS programmes for BT's, Teacher Tutors and other key staff.
10. Providing support for key staff involved in the development of the BT.
11. Ongoing monitoring of the programme of support to ensure high quality and consistent provision for all Beginning Teachers.
12. Countersigning the interim review and summative reports and if appropriate recommending successful completion of Induction to BOG.
13. Providing support and quality assurance of the successful completing of the EPD programme if appropriate.
14. Sending a copy of completion of Induction certificate or completion of EPD certificate to: The General Teaching Council for Northern Ireland, 3rd Floor , Albany House, 73-75 Great Victoria Street, Belfast , BT2 7AF.
15. Celebrating within the school successful completion of the Induction and EPD stages by Beginning Teachers.



Policy for the Induction of Beginning Teachers Ferguson High School

Rationale.

The first year of teaching is not only very demanding but also of considerable significance in the professional development of the beginning teacher. Our school's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable the beginning teacher to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success. The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

Purposes.

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of Beginning Teachers. We seek to do this through an induction programme which:

- provides programmes appropriate to the individual needs of the BT.
- provides appropriate counselling and support through the role of an identified teacher tutor.
- helps BTs develop their knowledge and understanding of the teachers competence framework and its application to induction and their future professional development,
- provides opportunities to identify areas for development.
- encourages reflection on their own and observed practice.
- provides BTs with examples of good practice.
- helps BTs form good relationships with all members of the school community and stakeholders.
- helps BTs become aware of the school's role in the local community.
- provides opportunities to recognise and celebrate good practice.
- helps BTs to develop an overview of teacher's roles and responsibilities.
- provides a foundation for longer-term professional development.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of "The Arrangements for Initial Teacher Education from September 1996," The Teacher Education partnership Handbook and the revised teacher competences framework (Teaching: The Reflective Profession. GTCNI) which sets out the school's responsibility to provide the necessary monitoring, support and assessment for BTs. Careful consideration is given, prior to any decision to appoint a BT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

For the year _____ the school's Induction/EPD Tutor is

_____.



The Principal.

The principal at Ferguson High School plays a significant and leading role in the process of inducting new colleagues to the profession. At Ferguson High school the principal demonstrates her/his commitment:

to the programme by:

- raising the staff 's awareness of the requirements of the induction and EPD stages, and of the school's responsibilities to Beginning Teachers;
- ensuring that there are effective Induction and EPD support programmes in place for Beginning Teachers;
- keeping the Board of Governors informed of the Induction and EPD arrangements in place for Beginning Teachers in the school;
- enabling the teacher-tutor and other key staff who work with Beginning Teachers by ensuring that they have sufficient time to provide support;
- facilitating attendance at CASS programmes for Beginning Teachers, teacher-tutors and other key staff;
- monitor the programme of support to ensure high quality and consistent provision for all Beginning Teachers;

to the beginning teacher(s) by:

- meeting with Beginning Teachers and the teacher-tutor to discuss progress and help identify development needs;
- encouraging Beginning Teachers by taking a close interest in their work including the Induction and PDA portfolios;
- consider the potential of the PDAs for staff development within the school;
- celebrating within the school successful completion of the Induction and EPD stages by Beginning Teachers.

While the principal may delegate some of these responsibilities to the teacher tutor or other suitably experienced colleagues, she/he will have responsibility for:

- countersigning the interim review and summative reports, and, if appropriate, recommend successful completion of Induction to the Board of Governors;
- recommending to the Board of Governors that the beginning teacher has successfully completed the EPD programme, if appropriate;
- sending a copy of the 'completion of induction' certificate to The General Teaching Council for Northern Ireland, 3rd Floor , Albany House, 73-75 Great Victoria Street, Belfast , BT2 7AF

Teacher Tutor

The principal requirement for the BT teacher tutor is to be responsible for the overall management of initiating BTs into the teaching profession and into our schools systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of the BTs performance. The teacher tutors responsibilities will include:

- creating an open, supportive and challenging climate;
- co-ordinating and manage the Induction and EPD programmes in her/his school;



- providing support for key staff involved in the development of the beginning teacher;
- monitoring and evaluating the support programme for the beginning teacher;
- providing the beginning teacher with information which outlines, for example, school aims, routines, policies and procedures on child protection, health and safety and special needs. Much of this information will be contained in the school's staff handbook;
- assisting the beginning teacher to identify her/his professional development needs in the school, and ensure that these are addressed effectively;
- encouraging the beginning teacher to reflect critically on her/his teaching and on the quality of pupils' learning;
- monitoring and evaluating the beginning teacher's progress through direct classroom observation of their work by the teacher-tutor and/or other key staff, and provide regular feedback and support to promote continuous professional development;
- assisting the beginning teacher to select an appropriate focus for their action plan and both PDAs for EPD, draw together all sources of evidence and complete reflective statements;
- agreeing with the principal a mechanism for monitoring and evaluating the EPD process in school;
- keeping the principal and other key staff informed of the beginning teacher's progress; and
- recommending (if appropriate) to the principal the successful completion of Induction and EPD.

Entitlement.

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements from their initial teacher training as evidenced in their CEP and seeks to help them develop professionally in relation to the teaching competence framework (GTCNI).

The key aspects of the induction programme for BTs at St Ciaran's Primary School school are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- A structured visit to the school prior to taking up appointment with time to meet key personnel and discuss their Career Entry Profile, teaching timetable, school policies and procedures.
- Help and guidance from the teacher tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with the teacher tutor, head of department, senior managers, and other key staff where appropriate.
- Time and regular opportunities to meet with other BTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme.
- Have teaching observed by experience colleagues.



- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Opportunities for further professional development based on agreed targets.
- Involvement in learning/focus groups and inter-disciplinary teams.

Lesson observation, reviewing and target setting.

The beginning teacher will be observed 4 times in the year – 2 observations per action plan. These will be followed and completed in accordance with the school guidelines on classroom observation.

Assessment & Quality Assurance.

The assessment of BTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the BT's development in order to gain a reliable overall view.
- Opportunities will be created for BTs to gain experience and expertise in self-assessment.
- The teacher tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the BT concerned.
- Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term
 - support to be provided by the school



At risk procedures.

If any BT encounters difficulties with meeting the teaching competences, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnose of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the BT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the ELB without delay.

Where a BT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the ELB adviser will support the induction tutor and BT in observations and planning an appropriate programme to ensure satisfactory completion of the BT year and that all steps have been taken to improve the situation.

Addressing BT Concerns

If a BT has any concerns about the induction, and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the BT should raise concerns with the named ELB contact.

The named ELB contact is the Adviser/Assistant Advisory Officer responsible for Induction and Early Professional Development.

This policy was agreed and adopted in XXX (month) XXX (year). It will be reviewed as part of the school's development cycle by XXX (month) XXX (year)



Higginson Lodge School

Policy for Induction and EPD

Aim:

The aim of this policy is to ensure that all Beginning Teachers (BTs) complete the required period of Induction in line with the arrangements stipulated by “The Arrangements for Initial Teacher Education from September 1996” and take account of the revised teacher competences framework (Teaching: The Reflective Profession. GTCNI)

Objectives:

- To put in place the necessary personnel and procedures to ensure that the induction process is completed fairly and rigorously.
- To provide adequate support and guidance to Beginning Teachers entering the profession, to enable them to develop aspects of their practice in order to reach their full potential.
- To work in collaboration with schools in the area learning community to facilitate the Induction/EPD process for BTs who are not in full time contracts.
- To make a recommendation to the board of governors that is based on rigorous and fair assessment, as to whether the BT has met the induction standards at the end of the induction period.

Strategies for implementation:

The school will make a commitment to:

- register the BT with the Education and Library Board before the start of the first term in which the BT is employed by the school;
- appoint an teacher tutor for BTs to co-ordinate the induction process, making sure that the BT receives the necessary support and guidance to meet the selected teacher competences by the end of his/her probationary year;
- designate an Induction mentor to work closely with the BT to support him/her in developing the teacher competences. The induction mentor will normally be a more experienced teacher working within the same phase or department of the school;
- provide the BT with a 10% reduced timetable;



- ensure that the BTs job description does not make unreasonable demands upon him/her; does not demand that s/he teach outside the age range for which she/he is qualified, and ensures that she/he teaches the same classes regularly;
- provide the breadth of experience needed to ensure that the BT meets the teacher competence framework set out by the GTCNI;
- keep the governors of the school informed about arrangements for induction of BTs in the school, and whether individual BTs employed by the school have satisfactorily completed their induction period;
- follow the required procedures for any BT who may be at risk of failing to complete the induction period satisfactorily. The Principal will observe his/her teaching, and will inform him/her clearly in writing of the consequences of failing to make the necessary improvements. A copy of the termly report will be attached to this notification, and a copy of the notification will be sent to the governors;

The Beginning Teacher is expected to:

- engage fully with the induction process, identifying strengths and areas for improvement;
- work closely with the Teacher Tutor to use their Career Entry Profile (CEP) as the basis for their professional development, review and target setting;
- make herself /him familiar with the teacher competences in: 'Teaching the Reflective Profession' (GTCNI);
- develop knowledge and understanding, teaching, monitoring and assessment, teaching and classroom management, and ensure that their teaching meets these standards;
- keep a record of all professional development, monitoring and assessment;
- express any concerns about his/her induction to the teacher Tutor, the Principal or head of department.

The Teacher Tutor will discharge their duties by:

- ensuring that the appropriate support, monitoring and assessment take place at appropriate times during the induction year;
- negotiating an individual programme of professional development, with clear objectives, based upon the BT's Career Entry Profile and inline with the development of the BTs selected teaching competences;
- providing regular, well founded feedback to the BT on her/his progress.
- arranging, conducting and minuting the half term review meetings with the BT as part of his/her formative assessment, and the completion of action plan and review meeting as part of his/her summative assessment.
- making formal observations of teaching 1 per action plan and provide fair, accurate and constructive feedback;
- maintaining a written record of all support, monitoring and assessment that takes place in relation to the induction of each BT.



Assessment and Review:

The Governors and Principal of the school will review these arrangements annually and ensure that the school is fulfilling its responsibilities to provide the necessary monitoring, assessment and support for BTs.



Lady Diane's College

Induction Policy and Programme

The focus of this policy is to provide the maximum of support to Beginning Teachers entering the school. The policy is designed to facilitate both Beginning Teachers and experienced staff, newly appointed to the school.

Aims

Through our induction policy it is our aim to:

- provide new staff with an introduction to the aims and values of the school with the intention of creating an awareness of the ethos of the school.
- introduce new staff to the organisation and administration of the school.
- introduce new staff to personnel responsible for key duties within the school. In addition, staff will be made aware of the particular approach adopted by the school.
- provide support for Beginning Teachers experiencing particular difficulties in settling into a new environment.
- integrate Beginning Teachers into the staff with the maximum support available for new personnel.
- place subject induction schemes within the context of the general school programme, in order to bring clarity and coherence, thus guaranteeing the maximum of support.
- provide additional support for Beginning Teachers by addressing key issues in the practice of teaching.

Framework for achieving aims

Beginning Teachers will be provided with a staff handbook which details the aims, organisation and administration of the school. The handbook will constitute the basis of the induction scheme. The aims of the school will be discussed with new staff, during the course of induction meetings. These will be interactive in format, aiming to encourage new staff to participate in and reflect on practice within the school. The framework for achieving these aims consists of several components:

- regular induction meetings attended by the VP and all new staff;
- induction meetings involving key personnel, responsible for organizational and administrative areas within the school;
- individual teacher/VP meetings where appropriate;
- individual departmental induction programmes;
- individual teacher/Principal meetings, where appropriate;
- ELB induction programme;
- staff handbook.



Induction meetings are interactive in format, aiming to inform new staff and to encourage reflection on practice. By encouraging staff to analyse our systems, we will promote the exchange of ideas. However, most importantly, it should engender an awareness of acceptance on the part of new staff and lead to an appreciation of belonging to the school. The meetings will aim to develop a friendly but informative approach, clarifying procedures and engendering an appreciation of the rationale for our particular approach. Most importantly, it aims to personalise the organisational arena of the school and encourage healthy debate and discussion of our approach.

- Induction meetings, involving post-holders in the school, aim to clarify information contained in the staff handbook.
- Individual teacher/VP meetings aim to address specific issues which may concern teachers. The purpose of these meetings is to individualise the scheme for new staff. It should succeed in tailoring the induction scheme to meet the individual needs of teachers. These meetings are designed to offer additional support.
- Individual teacher/Principal meetings aim to enhance the programme and place the scheme in an appropriate managerial context.

The staff handbook is designed as a reference book for all staff, detailing the organisation and administration of the school. The book aims to inform staff of the mechanics of the school organisation, and it acts as an appendix to the induction meetings.

The school induction programme aims to complement and enhance more specific schemes, including the ELB induction scheme. It is necessary that additional schemes are set firmly in the context of the overall school induction programme, in order to create a clarity of approach, which will guarantee the maximum of support for Beginning Teachers .

The induction programme must also include an informal component which ensures that support for Beginning Teachers is built into the fabric of the school. Issues and concerns can be addressed through informal means.



A Programme for policy implementation

Initial Induction Meeting:

This meeting is designed to set the tone for the induction programme. Teachers should be made aware of the aims and format of the induction programme. The meeting should examine the aims of the school and the context in which the induction programme takes place. The meeting should also provide Beginning Teachers with the opportunity to raise their own concerns and how they hope to benefit from the scheme. Examination of the staff handbook should also be made. The bulk of the meeting should address the arrangements for the beginning of term and highlight organisational and administrative tasks facing Beginning Teachers in the coming weeks.

The beginning teacher should be made aware of the:

- pupil register and absentee procedure
- form class organisation
- the school day
- day one of term - timetable
- school rules
- day one of term - uniform
- capitation fees
- homework diaries
- remainder of day
- staff duty rota
- library supervision
- reprographics
- clerical staff
- technical staff
- staff timetable difficulties
- staff absenteeism and cover
- notice board

Induction Meetings

These will address specific issues throughout the year and will be scheduled on a regular basis. In each meeting the teacher should direct the discussion.

Meeting One - Mid September

This meeting should provide the opportunity to address initial concerns, arising out of the first week of term. It should provide the opportunity for staff to talk and exchange views, which will be an integral part of all future meetings.



- Pastoral structure;
- Role of the form teacher;
- Discipline;
- Fire drill.

Meeting Two - Mid October

- Role of head of section, liaison with form teachers;
- Role of assistant head of section and subject teachers;
- The role of the progress cards;
- Parent's evenings.

Meeting Three - Mid-November

- Teacher duty rota;
- Detention system;
- Records of achievement;
- Internal Examination system;
- Reporting system;
- Staff absenteeism and cover.

Meeting Four - Mid December

- Special Events (prize day, open evening, carol service);
- ICT and CLASS systems.

Meeting Five - Mid January

- External exams
- Educational visits

Meeting Six - Mid February

- Sixth form provision, facilities/privileges/prefects
- Interim report

Meeting Seven – End of March

- School magazine
- Library organization, role of librarian, library service

Meeting Eight - Mid April

- Careers provision, careers education programme/guidance



Meeting Nine - Mid May

- Staff development
- Discussion of concerns and evaluation forms

Meeting Ten – End of June

- Plenary discussion; evaluation of the programme, improvements, concerns etc
- Discussion on possible focused activities for early professional development.



St Ciaran's Primary School

Policy for Induction

Introduction

This document includes information relating to the induction of BTs, taken from the "The Arrangements for Initial Teacher Education from September 1996." The Teacher Education Partnership Handbook and the revised teacher competences framework (Teaching: The Reflective Profession. GTCNI). The induction year is intended to provide BTs with a bridge from initial teacher training to effective professional practice. For the induction period to be effective over the three terms the programme must be seen from two perspectives. One is that it ensures you give the best to and make a real and sustained contribution to school improvement and raising classroom standards. You must also see the period as a solid foundation for your long-term professional development at St Ciaran's Primary School in the teaching profession.

This document is split into 3 main sections. The first and second sections include information on what the BT will receive from St Ciaran's during the induction period and the expectations we have of BTs. The final section provides information on the nature and organisation of the programme. Other information included in this document are the assessment forms for the three terms of induction and the appeal procedure you must follow in the event of failure of the induction period. Your success or failure will be based upon the teaching competences that are also included in this document.

Context

Having completed your initial teacher training and qualified as a teacher you are now expected to complete a year of induction and 2 years of early professional development (EPD). During this period the school will support you in your professional development.

1. During the induction period the school will make provision for the beginning teacher(s) to:

- have an individual programme of monitoring and support;
- teach 90% of a normal average teaching timetable to allow the induction programme to take place. The time released by the reduced teaching load must be protected and used as part of a coherent induction programme;
- have records of monitoring, support and assessment, both formal and informal, made available to them;



- not have to deal with especially demanding discipline problems on a day to day basis;
- not be involved in non-teaching responsibilities without the provision of appropriate preparation and support;
- have three primary points of contact; a senior member of staff, Key Stage coordinator, teacher tutor;

receive information on the following:

- timetabling of lessons, schedule for formal assessment and meetings;
- reporting arrangements and entitlements to pay during sickness and other absences;
- arrangements for salary payments;
- health and safety policy;
- arrangements for cover;
- a list of duties and management arrangements.

2. There is an expectation that the Beginning Teacher will:

- have their Career Entry Profile up to date before starting at St Ciaran's. This will form the basis of discussion for their future development needs;
- demonstrate the ability to meet the selected teacher competences through their 2 action plans and teaching;
- participate fully in the programme of monitoring, support and assessment;
- take an active role and have an increasing responsibility for his or her own professional development;
- identify clear short, medium and long term objectives;

3. Induction Programme for Beginning Teachers

Monitoring and Support

- the BT will be observed twice a term term;
- the BT must be observed before the mid-term break in his/her new post;
- observations will focus for development outlined in the action plan;
- a follow-up discussion from each observation should be carried out by the BT and teacher tutor;
- those teachers carrying out the observations include the teacher tutor, Head of department and vice principal/principal.
- The BT will also be given the opportunity to observe experienced colleagues.



Professional review of progress

- at least one progress review will take place every half term. These should take place on an individual basis;
- action plan should be reviewed and revised in relation to the teacher competences and requirements of the BT. A written record should be kept of progress towards objectives and the support given to the BT to meet these objectives;
- a substantive meeting will be held with the BT to discuss the interim report.

Assessment

- there will be a formal assessment meeting at the start of the second term, (interim report) this will focus on the extent to which the BT has completed their first action plan and is progressing towards meeting the standards for the teacher competences;
- the second will be in the third term and focus on the summative report and to the extent the BT has completed 2 action plans and successfully completed induction. progress towards meeting the Induction.

Sources of evidence for assessment include:

- formal and informal assessment records for including test and/or Key Stage results;
- evidence of interaction with parents and colleagues;
- lesson plans, records and evaluation;
- self-assessment and self-evaluation.

Reviewed September 2011 by

**Ms Carol Service - Principal
Mr Bill Ding (TT)
SLT**

**Adopted by Governors' Policy
Review Group**

October 3rd 2011

Adopted by Full Governors' Meeting

October 17th 2011