



EXEMPLAR INDUCTION ACTION PLAN – ACTIVE LEARNING AND TEACHING METHODS

This exemplar action plan is for reference only and should act as a guide to assist you in writing your own personal action plan.

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. (See GTCNI Publication: ‘Teaching the Reflective Profession’ and Sections 2 and 4 of the Teacher Education Partnership Handbook)

INDUCTION ACTION PLAN: Active Learning & Teaching Methods (ALTM) - Generic

Area for Development (Ref to Competences)	Success Criteria	Actions (Including timescales)	Support Arrangements	Monitoring (Inc. evidence in portfolio)
<p>Focus: To become confident in using active learning strategies to improve learning outcomes.</p> <p><i>Teachers may wish to reference <u>aspects</u> of the following competences:</i></p> <p>Competence 20 Teachers will use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.</p>	<p>1. The teacher makes effective use of a range of teaching approaches to promote high levels of learning and achievement.</p>	<p>1. The teacher will:</p> <ul style="list-style-type: none"> • Select a topic (4-week period) for their action research • Research different active learning strategies • Consider the learning styles addressed by different active learning strategies 	<ul style="list-style-type: none"> • Internet and library research on active learning methods (especially suitable to my subject) • ‘Active Learning & Teaching Methods for KS3’ (‘Blue Book’) 	<ul style="list-style-type: none"> • Research extracts and summaries • Personal action points • Teacher’s reflective learning journal
	<p>2. The teacher’s planning and interactions with pupils shows an understanding of theories of learning and current research.</p>	<p>2. The teacher will:</p> <ul style="list-style-type: none"> • Carry out a VAK/VARK analysis with the pupils to gain insight into pupil and teacher learning styles 	<ul style="list-style-type: none"> • Research on learning styles and multiple aptitude theories • Support from subject leader with analysing VAK/VARK data 	<ul style="list-style-type: none"> • VAK/VARK learning style questionnaires and summary



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<p>Competence 6 Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.</p>	<p>3. The teacher will be able to capture and maintain pupils' attention, interest and involvement through the choice of teaching strategy and resources.</p>	<p>3. The teacher will:</p> <ul style="list-style-type: none"> • Trial the active learning activities • Select 2 activities appropriate for the topic, which address 2 different learning styles • Plan effective questions appropriate to different learning styles 	<ul style="list-style-type: none"> • EA Regional course "Active Learning in the Post Primary Classroom" 	<ul style="list-style-type: none"> • Lesson plans for the topic • Observation record sheets
	<p>4. The teacher will ensure activities have good pace through careful planning and organisation</p>	<p>4. The teacher will:</p> <ul style="list-style-type: none"> • Consider the pace of the active learning activities in their planning • Plan differentiation into the use of the ALTM activities 	<ul style="list-style-type: none"> • Subject leader will review lessons before I begin the topic and make suggestions for improvements 	<ul style="list-style-type: none"> • Topic/lesson plans • Observation record sheets • Action points from meeting with teacher tutor
<p>Evaluation Please refer to the following page 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 the following page for guidance on how to engage in this final important self-reflection in order to conclude your first action plan.</p>				



GUIDANCE FOR DRAWING UP YOUR INDUCTION ACTION PLAN

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>	<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 	<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 	<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



<ul style="list-style-type: none"> Your summative reflection on Action Plan 1 Classroom observation and feedback Your Induction Interim Review Report 	<ul style="list-style-type: none"> your pupils 	<ul style="list-style-type: none"> Inbuilt mechanisms for self-evaluation 		<p>discussions & meetings with your TT, KS Coordinator or HOD e.g. Induction Interim and Summative Reports</p>
<p>Evaluation</p> <ol style="list-style-type: none"> Refer back to your evidence sources. To what extent do they show that you achieved your success criteria Consider the specific improvements, skills, knowledge and learning outcomes for your own professional development in the context of: <ul style="list-style-type: none"> The teacher competences you targeted The impact on your teaching and classroom management The impact on your pupils' learning 				
<p>Self-Reflection</p> <p>The following prompt questions are designed to help you reflect on and provide a brief summary of the main professional outcomes for yourself of this action plan. You should also use the questions as a basis for discussion when completing the Interim and Summative Reports on Induction with your Teacher Tutor.</p> <ul style="list-style-type: none"> So what? <ul style="list-style-type: none"> ➤ How have I developed as a teacher from the experience of working through my second action plan and evaluating against the success criteria? ➤ What knowledge, skills and new understanding have I gained? ➤ What has been particularly successful? Now what? <ul style="list-style-type: none"> ➤ What are my strengths? ➤ What are my areas for improvement? What next? <ul style="list-style-type: none"> ➤ How will I build on my strengths? ➤ How will I take forward my areas for improvement? ➤ What changes will I make to my teaching in the future? 				