



EXEMPLAR INDUCTION ACTION PLAN – ICT

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: Independent Learning through the use of ICT

Area for Development (Ref to Competences)	Success Criteria	Actions (Including timescales)	Support Arrangements	Monitoring (Inc evidence in portfolio)
<p>Focus: To create a digital video for your chosen subject in order to develop and support pupils’ independent learning.</p> <p><i>Teachers may wish to reference the appropriate Induction phase exemplars of the following GTCNI teacher ompetences:</i></p> <p>Competence 11 Teachers will have developed a knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all competences.</p> <p>Competence 20 Teachers will use a range of teaching strategies and resources, including eLearning where appropriate, that enable</p>	<p>1. The teacher will have increased skill and confidence in producing a quality digital resource to support teaching and learning of ...</p> <p><i>(insert topic/subject area)</i></p>	<p><i>This action plan will be delivered over a 4-6 week period (etc) from ... to ... in Term 1 (etc) In order to plan for effective delivery of the action plan the teacher will:</i></p> <p>1a) become familiar with the hardware and software necessary to create an instructional video.</p> <p>1b) plan and sequence the instructions.</p> <p>1c) choose a method to visualise the sequence of instructions <i>e.g. digital photographs, digital video or screen capture.</i></p> <p>1d) use appropriate software to</p>	<p>1a)</p> <ul style="list-style-type: none"> • Liaise with the ICT co-ordinator/ HoD/ technician • Access support from Creative Learning Centres websites and C2k <p>1b)</p> <ul style="list-style-type: none"> • Consult with the Teacher Tutor <p>1c) and 1d)</p> <ul style="list-style-type: none"> • Access appropriate resources (digital cameras), hardware and software. 	<p>1b) Examples of planning</p> <p>1c) Draft version of Digital video</p> <p>1d)</p>



<p>learning to take place and which maintain pace within lessons over time.</p>		<p>edit and finalise the video <i>e.g. Windows Live Movie Maker, iMovie, Live Desk.</i></p> <p>1e) save in an appropriate format to showcase on the chosen platform <i>e.g. ENNI, school VLE.</i></p> <p>1f) build in time for ongoing reflection, feedback and post classroom observation discussion</p>	<p>1f)</p> <ul style="list-style-type: none"> • Arrange review discussions with Head of Key Stage/HoD/TT (as appropriate) 	<p>Final version of video</p> <p>1f)</p> <ul style="list-style-type: none"> • Teacher's self evaluations • Notes from feedback discussion(s)
	<p>2. The teacher will have reflected on feedback and made appropriate amendments to practice</p>	<p>2. The teacher will trial the instructional video with colleague/HoD.</p>	<p>2. Seek evaluative feedback from colleagues</p>	<p>2.</p> <ul style="list-style-type: none"> • Examples of adjusted planning
	<p>3. The pupils will be demonstrating:</p> <ul style="list-style-type: none"> • Improved independent learning skills • Greater engagement with the task • More effective use of questioning • a deeper understanding of the topic • better self management of the tasks 	<p>3.</p> <ul style="list-style-type: none"> • The teacher will plan lessons to fully utilise the opportunity for pupils to demonstrate independent learning • 1f) build in time for feedback and post classroom observation discussion 	<p>3.</p> <p>Arrange observations of:</p> <ul style="list-style-type: none"> • other teachers' practice • own classroom practice by Head of Key Stage/HoD/TT (as appropriate) 	<p>3.</p> <ul style="list-style-type: none"> • Examples of planning • Photographs of classroom practice • Pupil feedback • Samples of pupils' work • Observation notes of other teachers' classroom practice • Written observation feedback of own practice by Head of Key Stage/HoD/TT
<p>Evaluation</p> <p>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</p> <p>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</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 	<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 	<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 	<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,



<p>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>management</p> <ul style="list-style-type: none"> your pupils 	<ul style="list-style-type: none"> Timing Inbuilt mechanisms for self-evaluation 	<p>external agencies</p>	<ul style="list-style-type: none"> Providing a summary of monitoring discussions & meetings with your TT, KS Coordinator or HOD e.g. Induction Interim and Summative Reports
<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? 				