



EXEMPLAR INDUCTION ACTION PLAN – NURSERY

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

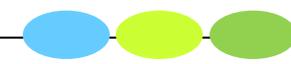
Complete as an outcome of joint discussion with your Teacher Tutor and with reference to the Career entry Profile, the GTCNI Competences, Code of Values and Professional Practice. (See GTCNI Publication: ‘Teaching the Reflective Profession’ and Sections 2 and 4 of the Teacher Education Partnership Handbook)

INDUCTION ACTION PLAN: Early Experiences in Mathematics (Nursery)

Area for Development (Ref to Competences)	Success Criteria	Actions (Including timescales)	Support Arrangements	Monitoring (Inc evidence in portfolio)
<p>Focus: To develop mathematical language through play-based learning and other activities in the nursery.</p> <p><i>Teachers may wish to reference aspects of the following competences:</i></p> <p>3(i) Teachers will have developed a knowledge and understanding of the learning areas/subject(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular subject and pedagogical knowledge up-</p>	<p>1. a,b. The teacher’s practice takes cognizance of the principles of Early Mathematical Experiences</p>	<p>1. The teacher will:</p> <p>1a. become familiar with the N.I. Curricular Guidance for Pre-School Education</p> <p>1b. Attend a regional Nursery BT Induction course</p>	<p>1) Regional Nursery Course</p>	<p>Evaluation of course</p> <p>Reflective learning log</p> <p>Notes from meetings</p> <p>Teachers planners</p>
	<p>2. a,b,c,d. The teacher and classroom assistant recognize and exploit fully opportunities to promote mathematical language during play and other activities</p>	<p>2. The teacher will:</p> <p>2a. Choose a mathematical concept e.g. number shape, space, size, quantity, pattern, time, relationships and identify opportunities to develop this through areas of play, stories, rhymes, songs and other activities</p>	<p>2. Meeting with appropriate staff to note the development of mathematical language in;</p> <ul style="list-style-type: none"> ▪ areas of play ▪ other experiences/ activities/routines ▪ stories and rhymes <p>Planning discussed with the</p>	<p>Annotated photographs of learning environment to support mathematical language</p> <p>Observation Records informing planning</p> <p>Example placed in portfolio</p>



<p>to-date through reflection, self-study and collaboration with colleagues.</p> <p>20 Teachers will use a range of teaching strategies and resources including e Learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.</p>		<p>2b. Use ESaGS TV to inform practice in Early Mathematical Experiences</p> <p>2c. Discuss mathematical concept(s) with all adults in the nursery and identify in planning</p> <p>2d. Model appropriate use of mathematical language during interactions with children</p>	<p>teacher Tutor</p> <p>Access to resources</p>	<p>Planning monitored through teacher tutor observation</p>
	<p>3.a The children are confident in their understanding and ability to use appropriate mathematical language in their play and every day routines</p>	<p>3. The teacher will:</p> <p>3. Note, through observations, children's understanding and ability to use mathematical language in context</p>	<p>3.Meeting with appropriate staff to discuss observations</p>	
<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 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 wil I make to my teaching in the future? 				