



## EXEMPLAR INDUCTION ACTION PLAN – CLASSROOM/BEHAVIOUR MANAGEMENT IN SUBBING CONTEXTS

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: Positive Behaviour Management

Area for Development (Ref to Competences)	Success Criteria	Actions (Including timescales)	Support Arrangements	Monitoring (Inc evidence in portfolio)
<p><b>Focus:</b> To explore, adapt and implement a range of appropriate strategies which will support my effective management of pupil behaviour in Year ... classes during periods of regular subbing in ... School and ... College and which are in accordance with the Behaviour Management Policies of these schools</p> <p><b>Professional Competence 7.1</b> Select appropriate strategies to promote and maintain positive behaviour in the classroom context in accordance with school policies.</p> <p><b>Professional Competence 7.3</b> Understand more fully the</p>	<p>By the end of this Action Plan:</p> <ul style="list-style-type: none"> <li>● I will have successfully supported pupils’ learning through selecting and implementing the most appropriate behaviour and classroom management strategies to meet the varying needs of each class with which I will be working across different areas of learning and across KS ... and KS ...</li> <li>● Pupils will:               <ul style="list-style-type: none"> <li>➢ be showing respect for their own and other’s learning by responding positively to the expectations and standards set by myself and the school for their conduct during lessons supervised and lead by me</li> </ul> </li> </ul>	<p>This action plan will be delivered in the period ...</p> <p>In order to support my planning and delivery of this action plan and help me meet my success criteria, I will:</p> <ul style="list-style-type: none"> <li>● familiarise myself with the Behaviour Management Policies and expectations of ... School and ... College</li> <li>● compile my own set of portable classroom guidelines and expectations which I can bring to each class as a point of reference for pupils to support their self management and independent and peer learning during lessons lead or supported by me</li> <li>● establish a protocol and routines for lessons to</li> </ul>	<p>In order to support the planning, delivery and quality assurance of lessons relating to this action plan I will:</p> <ul style="list-style-type: none"> <li>● discuss my planning with the EA Induction Officer and the Teacher Tutors or other designated support teachers in the schools</li> <li>● Liaise with the Teacher Tutors in ... School and ... College to:               <ul style="list-style-type: none"> <li>➢ enlist either their support or the support of a nominated teacher to guide my work, arrange observation and provide feedback</li> <li>➢ establish which school will be prepared to take the lead in the formal quality assurance of my Induction work</li> </ul> </li> </ul>	<p>In order to demonstrate the extent to which I am meeting the success criteria I will gather the following range of evidence over the established period:</p> <ul style="list-style-type: none"> <li>● Outcomes of useful research with annotations</li> <li>● Tried and tested ideas and strategies with evaluative comments on what went well and what I would change and why</li> <li>● Plans of strategies used to support the delivery as a substitute teacher of set lesson content</li> <li>● Examples of portable rules and expectations which I adapt for use with classes in each school</li> <li>● Observation feedback</li> <li>● Log of significant events which I will wish to refer to</li> </ul>



<p>classroom environment and how factors such as display and seating arrangements impact on pupils' learning.</p> <p><b>Professional Competence 22.1</b> With support, establish a purposeful learning environment, set clear expectations and ground rules, and respond positively to good behaviour.</p> <p><b>Professional Competence 22.2</b> With support, when necessary, deal with inappropriate behaviour in the context of school policies and what is known about best practice.</p>	<ul style="list-style-type: none"> <li>➤ have engaged in and successfully completed the designated study for each lesson</li> </ul>	<p>include strategies and activities for:</p> <ul style="list-style-type: none"> <li>➤ settling pupils</li> <li>➤ starters and plenaries</li> <li>➤ recapping previous or relevant work</li> <li>➤ establishing learning intentions and success criteria</li> <li>➤ guiding them in their learning and giving consideration to appropriate seating arrangements as needed</li> </ul> <ul style="list-style-type: none"> <li>● Implement, where necessary, appropriate sanctions in accordance with school policy and report these to the Key Stage Coordinator/HOD</li> <li>● Engage in research of management strategies of particular use to teachers in subbing contexts</li> </ul>	<ul style="list-style-type: none"> <li>➤ discuss possible strategies to pre-empt challenging behaviour with the Teacher Tutors/Key Stage Coordinator/HOD to ensure that I am working within school policy parameters</li> <li>➤ attend the EA Induction course on Positive Behaviour Management</li> </ul>	<p>in the summative evaluation and self reflection process</p>
<p><b>Evaluation</b> 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><b>Self-Reflection</b> 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><b>Consider with your Teacher Tutor:</b></p> <ul style="list-style-type: none"> <li>• Priorities for development from your Career Entry Profile</li> <li>• Needs arising within your classroom setting</li> <li>• School Development Plan Priorities, if appropriate</li> </ul> <p><b>Competences:</b> 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><b>Consider:</b> The specific improvements, skills, knowledge and learning outcomes for:</p> <ul style="list-style-type: none"> <li>• your own professional development in the context of your chosen competences – i.e. the impact on your teaching and classroom management</li> </ul>	<p>What will you need to do to achieve your success criteria? Be specific and avoid general statements</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Carrying out reading, research and observation of good practice</li> <li>• Your planning</li> <li>• Incorporation of appropriate teaching strategies and resources from reading, research and classroom observation</li> <li>• Delivery of lessons</li> <li>• Timing</li> </ul>	<p>What support will you need to help you implement your actions &amp; achieve your targets?</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Participation in the Induction Inservice Training Programme</li> <li>• Assistance given with planning by Teacher Tutor, Key Stage Coordinator or HOD</li> <li>• Support of classroom assistants</li> <li>• Support from EA Induction Officer(s)</li> <li>• Support from other external agencies</li> </ul>	<p>How will you monitor and evaluate your progress on this action plan? What evidence will you include in your Induction portfolio?</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Including 2 examples of your planning linked to your action plan e.g. lesson plans, unit/scheme of work, PPTs etc</li> <li>• Keeping a reflective journal of significant events related to your action plan</li> <li>• Including self-evaluations of lessons</li> <li>• Including written feedback on a minimum of two lesson observations from your Teacher Tutor, Principal, Head of Key Stage or HOD</li> <li>• Incorporating a range of examples of how you have regularly monitored and assessed your pupils' work e.g. marking for improvement, photographic, video etc.</li> <li>• Providing 3 examples of pupils' work (written, photographic etc.)</li> <li>• Including pupil feedback e.g. questionnaires, comment boxes, podcast interviews,</li> <li>• Providing a summary of monitoring</li> </ul>



<ul style="list-style-type: none"> <li>Your summative reflection on Action Plan 1</li> <li>Classroom observation and feedback</li> <li>Your Induction Interim Review Report</li> </ul>	<ul style="list-style-type: none"> <li>your pupils</li> </ul>	<ul style="list-style-type: none"> <li>Inbuilt mechanisms for self-evaluation</li> </ul>		<p>discussions &amp; meetings with your TT, KS Coordinator or HOD e.g. Induction Interim and Summative Reports</p>
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**Evaluation**

1. Refer back to your evidence sources. To what extent do they show that you achieved your success criteria
2. Consider the specific improvements, skills, knowledge and learning outcomes for your own professional development in the context of:
  - The teacher competences you targeted
  - The impact on your teaching and classroom management
  - The impact on your pupils' learning

**Self-Reflection**

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.

- **So what?**
  - 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?**
  - What are my strengths?
  - What are my areas for improvement?
- **What next?**
  - 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?