



## EXEMPLAR INDUCTION ACTION PLAN – POSITIVE BEHAVIOUR MANAGEMENT

**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)
Focus: To implement classroom strategies which promote the school’s policies and procedures for positive behaviour management  <i>Teachers may wish to reference aspects of the following competences:</i> 7. Teachers will have developed a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.  22. Teachers will secure and promote a standard of	1. The Teacher’s classroom practice shows evidence of school’s agreed strategies for positive behaviour management.	The teacher will:  1. Become familiar with school behaviour policies and any other relevant polices.	Liaise with teacher tutor, year head and principal.	Classroom observation by teacher tutor
	2. The teacher reflects on her/his knowledge to apply best practice for the class.	The teacher will:  2a Attend relevant courses in relation to behaviour.  2b Research effective strategies for behaviour.	EA Regional courses	Teacher’s reflective journal on positive behaviour management.
	3. Pupils exemplify through their behaviours an understanding of their role in/ contribution to acceptable behaviour in the classroom.	3a Establish classroom rules with the pupils.  3b Develop classroom routines with the pupils.	Use of the internet <i>(List specific websites)</i>  Head of Key Stage & Teacher Tutor	Photographs of positive behaviour strategies in use. Pupils’ feedback to teacher Classroom observation by teacher tutor
	<i>Teachers may find it useful to record more specific success</i>	<i>Teachers may find it useful to identify specific positive</i>		



<p>behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of school policies and what is known about best practice.</p>	<p><i>criteria according to their particular context.</i></p>	<p><i>behaviour strategies regarding their particular context.</i></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><b>What will my focus look like when it has been achieved?</b></i>	<i><b>What do I have to do to make this happen?</b></i>	<i><b>What support will I need to help me implement my actions/achieve my target?</b></i>	<i><b>How will I monitor progress?</b></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</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</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> </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</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> </ul>



<p>Plan 2 may arise from:</p> <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>	<p>management</p> <ul style="list-style-type: none"> <li>your pupils</li> </ul>	<ul style="list-style-type: none"> <li>Timing</li> <li>Inbuilt mechanisms for self-evaluation</li> </ul>	<p>external agencies</p>	<ul style="list-style-type: none"> <li>Providing a summary of monitoring discussions &amp; meetings with your TT, KS Coordinator or HOD e.g. Induction Interim and Summative Reports</li> </ul>
<p><b>Evaluation</b></p> <ol style="list-style-type: none"> <li>Refer back to your evidence sources. To what extent do they show that you achieved your success criteria</li> <li>Consider the specific improvements, skills, knowledge and learning outcomes for your own professional development in the context of: <ul style="list-style-type: none"> <li>The teacher competences you targeted</li> <li>The impact on your teaching and classroom management</li> <li>The impact on your pupils' learning</li> </ul> </li> </ol>				
<p><b>Self-Reflection</b></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"> <li><b>So what?</b> <ul style="list-style-type: none"> <li>➤ How have I developed as a teacher from the experience of working through my second action plan and evaluating against the success criteria?</li> <li>➤ What knowledge, skills and new understanding have I gained?</li> <li>➤ What has been particularly successful?</li> </ul> </li> <li><b>Now what?</b> <ul style="list-style-type: none"> <li>➤ What are my strengths?</li> <li>➤ What are my areas for improvement?</li> </ul> </li> <li><b>What next?</b> <ul style="list-style-type: none"> <li>➤ How will I build on my strengths?</li> <li>➤ How will I take forward my areas for improvement?</li> <li>➤ What changes wil I make to my teaching in the future?</li> </ul> </li> </ul>				