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IT GIVES ME GREAT PLEASURE TO WELCOME the publication of the Northern Ireland Teacher Education Partnership Handbook.

The handbook represents the collective effort of almost 200 dedicated individuals; members of the Boards' curriculum advisory staff, teacher education lecturers from all of Northern Ireland's Higher Education Institutions, and teachers. I greatly appreciate the time, effort and expertise which all concerned have contributed to its preparation. I must also acknowledge the valuable role played in facilitating this collaborative partnership by the Inter-board Induction Liaison Committee, the Committee for Early Professional Development, and the Northern Ireland Teacher Education Committee.

I am especially encouraged by the part which so many schools and teachers have played in its preparation. This, as with much other evidence of their active support of student and beginning teachers in the classroom, convinces me that the great majority of teachers now recognise the enhanced role they are able to play in helping young teachers to develop their practical teaching competences. This willingness on the part of schools and teachers, working in close partnership with the HEIs and the Boards,

means that Northern Ireland can now guarantee an integrated programme of education from the initial stage, through induction and into early professional development. This is a significant achievement which, by enhancing the professional development of teachers at these important early stages of their career, will contribute enormously to our aim of raising educational standards in our schools.

The Teacher Education Partnership Handbook draws together in one place guidance for student teachers, beginning teachers, teacher-tutors and others with a role in the three main stages of teacher education. It is an important and valuable resource which combines the vision of an integrated approach with practical support. I commend it to all concerned with the education and professional development of our teachers.

Yours sincerely,



John McFall MP *Minister for Education*

PREFACE

This handbook contains information on the roles and responsibilities of the various teacher education partners in Northern Ireland (schools, education and library board curriculum advisory and support services (CASS) and higher education institutions (HEIs)) in the three, integrated, stages of teacher education: initial teacher education; the induction stage; and the second and third years of teaching, referred to as early professional development (EPD).

Various sections of the handbook are relevant, at different stages, for student teachers, for beginning teachers, for principals, for school governors, for teachers coordinating support for student teachers and for beginning teachers, for teachers in the role of teacher-tutors, for those in CASS and those in HEIs. For the purposes of the handbook, references to "schools" include institutions of further education. The information is in addition to, and not a substitute for, any formal responsibilities or policies of the HEIs, CASS, schools and Boards of Governors. It will be supplemented and supported by further materials from the individual HEIs and CASS which may be filed for convenience in the

ring-binder. The section on EPD is complemented by a CD-ROM and web-site as part of NINE, the Northern Ireland Network for Education.

The reader who is new to any aspect of teacher education may wish to skim-read the appropriate sections first to obtain an overview, and subsequently to consult the individual sections more closely when required. The appropriate sections may be copied and distributed to those who need them, as and when required. The layout and wording of the various proformas included in sections 4 and 5 are for guidance purposes and are not mandatory.

The Northern Ireland Teacher Education Committee (NITEC) and the Committee for Early Professional Development (CEPD) thank all those in schools, the education and library boards and in the higher education institutions who have contributed to the preparation of these materials and who are named in section six. The development phase has been a practical example of partnership at work.

NITEC & CEPD *September, 1998*



An integrated, partnership-based approach to teacher education

1

1 AN INTEGRATED, PARTNERSHIP-BASED APPROACH TO TEACHER EDUCATION

1.1 Background

The handbook draws on the model of partnership originally set out in the Department of Education's paper "The Arrangements for Initial Teacher Education from September 1996". The model used has been agreed by the Northern Ireland Teacher Education Committee, and developed following discussions involving the HEIs, serving teachers and professional organisations.

The reports of the review of teacher education which took place in Northern Ireland from 1994-1996 gave a central place to the acquisition of professional competences. The response by the, then, Minister of Education endorsed the views expressed by the working groups, and indicated that:

"The initial training of teachers, and the early stages of their professional development through induction and in-service training (INSET), will be planned by reference to a model of professional competences required by the beginning teacher. Not all of these competences will be acquired fully during initial teacher training and the transition from initial training to the early stages of INSET will need to be as smooth as possible. Beginning teachers will have a personal profile setting out the competences they have achieved and this profile will make an important contribution to the planning of provision for the individual at all stages of development."

The professional model of teacher competences (Section 2) has provided the basis for teacher education since the start of the 1996/97 academic year, and the arrangements for early professional development (the third stage of teacher education) commenced in 1998/99. The review of teacher education, of which the partnerships between the HEIs, the Boards and the schools, are an important element, was based on some common principles:

- there should be a common approach to initial teacher education across the HEIs;
- as far as practicable, there should be a common profile of competences used by all HEIs, all Education and Library Boards, other employing bodies and all schools which will underpin the students' and beginning teachers' professional development;
- the development of links between initial, induction and the early years of in-service education should enhance the career-long professionalism of teachers and reinforce co-operation between employers, HEIs, schools and the Boards' Support Services.

The aim of an integrated approach to teacher education is to encourage beginning professionals to develop their critical, reflective practice in order to improve their teaching and the quality of pupils' learning. As the beginning teacher grows in competence, the focus of development shifts progressively from learning how to teach, to thinking about teaching, and finally, to thinking about learning. Such reflective practice is characterised by an open, informed, critical dialogue amongst all the partners, combined with support from experienced practitioners.

The competence statements, which underpin all three stages, are framed to encourage teachers to focus appropriately on aspects of their practice. In simple terms, what experienced teachers are asked to do is to share their knowledge and skills with those starting out as teachers and to help them to acquire confidence and competence in their turn. It has long been good practice for experienced teachers to give practical help and guidance to newly qualified colleagues, and to student teachers assigned to the school. The partnership approach to teacher education builds on this good practice by giving increased structure and coherence to the support which schools offer, but goes further by giving schools some responsibility for assessing the students' progress and the competences they acquire.

The purpose of this handbook is to provide guidance on the various roles and responsibilities at each stage and to consolidate the good co-ordination, liaison and communication which is necessary to ensure effective support, of a high calibre, for students and beginning teachers.

The stages of induction and early professional development are central to continuing professional development for teachers. The reflective practice being promoted is similar to that which underpins staff development and performance review (SDPR).

To assure its quality, this venture will need to be carefully monitored and evaluated as it proceeds. The work of those who coordinate support, as teacher-tutors, and those who provide guidance and support, as critical friends, will be likely to develop and become more effective as experience of the partnership grows. As teacher education develops, every effort should be made in schools to ensure that normal teaching tasks and contributions to professional development are kept in good balance, and that the effective teaching of all is not adversely affected, but improves.

Teacher competences and core criteria

2

2 TEACHER COMPETENCES AND THE CORE CRITERIA

2.1 Core Criteria

Underlying the teacher competences are certain qualities of the teacher which enable him or her to employ the individual competences and apply them in a professional context.

a Professional values

A person who:

- likes and cares for children, and seeks to promote the development of the whole child;
- is enthusiastic about teaching and is committed to the value of the education process;
- believes in the promotion of equal opportunities, recognises differences occasioned by race, religion, sex, class or disability, but adopting non-discriminatory policies in all of these respects;
- accepts the role of parents in the educational process;
- possesses high professional standards.

b Professional development

A person who:

- engages in self appraisal and critical evaluation of his or her work;
- engages in professional development both as an individual and through working constructively and in a spirit of collegiality with others in a professional context;
- keeps up to date with relevant aspects of his or her subject(s);
- is open to the possibilities of change and innovation.

c Personal development

A person who:

- has a lively mind and a range of cultural, intellectual and other interests;
- has self-confidence arising from the ability to give a reasoned justification for actions;
- shows a willingness to learn;
- shows perceptiveness and insight.

d Communication and relationships

A person who is:

- able to communicate easily and effectively;
- able to establish and maintain constructive relationships with children, colleagues, parents and others;
- sensitive to the emotional dimension of interaction with children and others.

e Synthesis and application

A person who is able to:

- implement, plan, manage, organise and evaluate to ensure learning;
- integrate a wide range of knowledge and skills;
- apply knowledge and skills appropriately and effectively in practical situations.

2.2 Statement of Teacher Competences

In this section, the competences are grouped under each of the 5 areas that will be used for assessing the strengths and development needs of beginning teachers, thereby assisting deployment, induction and in-service education. The competences have been assigned letter codes to indicate the stages at which most attention will be given to their development:

- A** indicates initial education;
- B** induction;
- C** early professional development.

A capital letter is used to signify the stage of education during which the competence will mainly be developed; a lower case letter indicates that the stage will play a subsidiary (though still significant) role in developing the competence in question.

A five point scale is used to indicate the relative weight placed on school-based work (SBW) compared with other influences such as tutorials or outside-classroom guidance when developing individual competences. The indications 1-5 are as follows:

- 1** Little or no school-based work is needed;
- 2** Though some school-based work will be needed, much of the development can take place outside the school;
- 3** The competence can be developed by a roughly equal balance of school-based work with other guidance;
- 4** The main emphasis should be on school-based work, but with some other guidance also;
- 5** The whole development of the competence can be achieved within the school.

1 *Understanding of the Curriculum, and Professional Knowledge*

COMPETENCES	SBW	STAGE
1.1 Demonstrates knowledge of child development, spiritual, moral, intellectual, physical, social and emotional, and an understanding of how it can be promoted.	2	A
1.2 Demonstrates knowledge of the various ways in which children learn, both generally and in particular subject contexts.	2	A
1.3 Demonstrates understanding of social, psychological, developmental and cultural influences on children's attainment.	2	A
1.4 Demonstrates knowledge of the role of language in learning.	2	Ab
1.5 Demonstrates understanding of the learning which can take place through non-verbal means.	3	Ab
1.6 Demonstrates understanding of the range and importance of play for learning.	2	Ab
1.7 Demonstrates understanding of the importance of motivation, attitude to schooling and the dynamics of peer group influence in the promotion of effective learning.	3	aBc
1.8 Demonstrates knowledge of the principles involved in fostering good discipline.	3	aBc
1.9 Demonstrates understanding of the importance of assessment as an integral part of teaching and learning.	2	aBc
1.10 Demonstrates awareness that there are differing views about the aims of education.	1	A
1.11 Demonstrates awareness of contemporary debates about education.	2	Ac
1.12 Demonstrates knowledge of the part of the education system in which he or she is working and its relationship to other parts of that system.	1	aB
1.13 Demonstrates understanding of the relationship between the education system and other aspects of society.	1	A
1.14 Demonstrates general knowledge of the history and context of education in the UK and particularly in Northern Ireland since 1947.	1	A
1.15 Demonstrates understanding of the appropriate provisions of the Education Reform (Northern Ireland) Order 1989 and of other relevant legislation.	1	Ab

COMPETENCES	SBW	STAGE
1.16 Demonstrates knowledge of the organisation and management of schools, and the place within these of school policies and development plans.	3	aBc
1.17 Contributes to the formulation of the school's aims and objectives.	5	bC
1.18 Demonstrates understanding of schools as institutions and their place within the community.	1	Ac
1.19 Demonstrates understanding of the arguments in favour of a balanced and broadly-based curriculum.	1	A
1.20 Demonstrates awareness of the extent to which learning in schools takes place outside the formal curriculum (the hidden curriculum).	2	Ab
1.21 Demonstrates knowledge and understanding of the requirements of the Northern Ireland Curriculum, and in particular of the areas of study and the educational themes embodied in it and of their interdependence.	2	Abc
1.22 Demonstrates knowledge of the range of resources available to support the curriculum.	2	aBc
1.23 Demonstrates understanding of the ways in which education technology contributes to children's learning.	3	Abc
1.24 Demonstrates awareness of the skills and processes common to a range of subjects.	3	abC
1.25 Demonstrates understanding of the Special Educational Needs Code of Practice.	2	Abc

2 *Subject Knowledge and Subject Application*

COMPETENCES	SBW	STAGE
2.1 Demonstrates understanding in depth, of the knowledge, concepts and skills of his or her specialist subject(s), going beyond the immediate demands of the school curriculum for the relevant age-phase.	1	A
2.2 Demonstrates breadth of knowledge in all of the subjects forming the content of his or her teaching.	1	Ab
2.3 Demonstrates knowledge of the relationships between different subjects and their contribution to areas of study.	1	A

COMPETENCES	SBW	STAGE
2.4 Plans appropriate lessons within teaching programmes.	3	Ab
2.5 Demonstrates a knowledge of the particular methodologies and procedures necessary for effective teaching of the subject(s) forming the content of his or her teaching.	3	Ab
2.6 Shows awareness of potential areas of learning difficulty within the subject(s).	4	Ab
2.7 Plans and employs a variety of teaching strategies to the subject or topic.	3	Abc
2.8 Uses an appropriate combination of thematic and subject approaches.	4	aB
2.9 Prepares coherent teaching programmes, taking into account statutory requirements for both the subject(s) and the educational themes, and school curriculum policies.	4	abC
2.10 Can justify the selection of material in terms of curricular principles and child development.	2	aC
2.11 Understands how to organise field work and exploit its educational potential.	3	abC

3 *Teaching Strategies and Techniques, and Classroom Management*

COMPETENCES	SBW	STAGE
3.1 Plans and employs a wide range of teaching strategies appropriate to the age, ability, interests, experiences and attainment level of the pupils and to the objectives of each lesson.	4	aBc
3.2 Can justify the teaching methods being used.	3	Ab
3.3 Demonstrates awareness of individual differences among children – the uniqueness of each child – the needs which arise from these.	3	aBc
3.4 Takes account of pupils’ diversity of talents.	4	aBc
3.5 Is able to recognise pupils’ special needs and provides appropriately for these.	4	aBc
3.6 Takes account of cultural differences among children.	4	aBc
3.7 Contributes to ensuring continuity and progression in children’s learning within and between classes and subjects.	5	abC

COMPETENCES	SBW	STAGE
3.8 Teaches in whole class, group, pair or individual modes as appropriate for particular learning experiences.	3	Abc
3.9 Manages play and activity-based learning when appropriate.	4	Ab
3.10 Is able to make a smooth transition between different learning activities or lessons.	4	Ab
3.11 Encourages pupils to develop powers of observation and inquiry.	4	aBc
3.12 Creates appropriate problem-solving situations in which pupils can exercise newly acquired skills.	3	aBc
3.13 Is able to prepare appropriate learning materials for pupils.	3	Ab
3.14 Captures and maintains pupils' attention, interest and involvement.	4	aBc
3.15 Maintains pupils' motivation.	4	Ab
3.16 Contributes to the development of pupils' language and communications skills, reading, numeracy, information handling and other skills.	3	abC
3.17 Makes pupils aware of appropriately demanding expectations for their progress.	4	abC
3.18 Encourages pupils to take initiatives and become responsible for their own learning.	4	abC
3.19 Questions pupils effectively, responds and supports discussion.	3	Ab
3.20 Makes appropriate use of the range of available resources.	4	Ab
3.21 Uses information technology to enhance children's learning.	3	aBc
3.22 Deploys a range of strategies to create and maintain a purposeful, orderly, safe and appropriate environment for learning.	4	aBc
3.23 Establishes good classroom rapport by providing a pleasant, psychologically secure and stimulating environment in which each pupil may progress, grow in confidence and develop a positive self-image.	4	aBc
3.24 Establishes clear rules and expectations for pupil behaviour.	4	aB
3.25 Pre-empting inappropriate pupil behaviour and confrontation.	5	aB

COMPETENCES	SBW	STAGE
3.26 Deals with inappropriate pupil behaviour, within the policy of the school, by an appropriate use of investigation, counselling, academic help, rewards and punishments.	5	aB
3.27 Manages his or her own time and that of the pupils effectively.	4	aBc
3.28 Manages space effectively through awareness of a variety of classroom layouts.	4	aBc
3.29 Is able to make effective use of non-teaching staff.	5	aB
3.30 Seeks advice when necessary.	5	B
3.31 Demonstrates understanding of the effects on children's learning of teachers' expectations, including those which may arise from stereotyping.	2	Ab
3.32 Demonstrates the ability to devise, implement, monitor and review individual education plans for each stage of the Special Educational Needs Code of Practice.	5	bC

4 Assessment and Recording of Pupils' Progress

COMPETENCES	SBW	STAGE
4.1 Demonstrates understanding of the nature and purposes of the different kinds of assessment which may be used.	2	Ab
4.2 Assesses and records pupils' performance in a systematic manner, using attainment targets and level descriptions where applicable.	3	aBc
4.3 Judges pupil performance against appropriate norms, taking due account of the character of the intake of the school.	3	abC
4.4 Uses different methods of assessment as appropriate in order to monitor the progress of individual children.	3	aB
4.5 Participates in moderation procedures within the school.	5	Bc
4.6 Demonstrates an awareness of children's extra-curricular achievements.	5	B
4.7 Uses the outcomes of assessment, as appropriate, in order to evaluate teaching and plan for the future.	4	C
4.8 Provides pupils with regular thorough feedback on their progress in a constructive manner which fosters their self-confidence and self-esteem.	4	Ab

COMPETENCES	SBW	STAGE
4.9 Encourages pupils to play a positive part in their own assessment.	4	aB
4.10 Provides helpful reports to parents on their children's progress.	4	Bc
4.11 Identifies and assesses pupils' special educational needs in accordance with the Code of Practice.	4	aBc

5 *Foundation for Further Professional Development*

COMPETENCES	SBW	STAGE
5.1 Accepts and undertakes the pastoral responsibilities of a teacher.	5	aBc
5.2 Liaises, when appropriate, with members of other professions concerned with the welfare of pupils.	5	abC
5.3 Demonstrates knowledge of his or her contractual, legal, pastoral and administrative responsibilities.	2	aBc
5.4 Demonstrates awareness of how to respond to current social problems which may manifest themselves in schools.	2	aC
5.5 Demonstrates understanding of how to draw upon sources of professional help and expertise.	3	aB
5.6 Demonstrates awareness of his or her role as a member of a professional team within the school.	5	abC
5.7 Relates effectively with parents.	4	Bc
5.8 Develops effective working relationships with teachers and other colleagues within the school and, where applicable, in associated schools.	5	bC
5.9 Contributes to cross-curricular aspects of school work.	3	aBc
5.10 Contributes to activities with pupils outside the formal curriculum.	5	abC
5.11 Takes appropriate responsibility for curriculum leadership.	3	bC
5.12 Communicates effectively, where appropriate, with representatives of the community of which the school is a part.	5	C
5.13 Demonstrates awareness of the importance of informed critical reflection in evaluating his or her professional practice.	2	Abc



Initial teacher education:
partnership between schools and the higher education institutions

3

3 INITIAL TEACHER EDUCATION: PARTNERSHIP BETWEEN SCHOOLS AND THE HIGHER EDUCATION INSTITUTIONS.

(Stranmillis College, St Mary's College, Open University, Queen's University of Belfast, University of Ulster)

3.1 Introduction

This section contains information about general aspects of the partnerships between schools and the higher education institutions (HEIs) involved in initial teacher education in Northern Ireland. The information is in addition to, and not a substitute for, any formal responsibilities or policies of the HEIs, schools and Boards of Governors. It is supplemented by the further material published annually by the individual HEIs. The HEI supplements may be filed in this handbook for convenience.

Central to the new arrangements is the greater emphasis placed on school-based work, and the acquisition of professional competences by student teachers. The foundation for the partnerships between schools and HEIs rests on the fact that some competences can best be developed and extended during the school-based aspect of the course. It is crucial therefore that there should be the closest possible partnership between schools and HEIs. See also the *Preamble* section of the HEI supplements.

Each HEI will assign a named member of staff to each student teacher placed in a particular school. This member of staff (the "HEI tutor") will liaise with the school, and maintain regular contact with the teachers who are most closely involved with the student. These teachers could be those who have general responsibility for the placement and care of the student teacher in the school (the "teacher-tutors"), and/or the class teacher(s) who will work most often with individual student teachers.

Each student teacher will receive a copy of sections 2 and 3 of this handbook, and will also be given a copy of any written material passed to the school about the school placement.

3.2 Aims and objectives of the initial teacher education courses

The HEIs provide initial teacher education for intending primary and secondary teachers through under-graduate degree (the BEd) and post-graduate certificate (the PGCE) courses. These programmes will lead to *eligible to teach* status (if age and health requirements are satisfied) and will be prepared and delivered in partnerships with schools. These partnerships will seek to enable each student teacher to achieve levels of competence, experience and knowledge that will qualify him/her for entry into the teaching profession.

The competences, experience and knowledge characteristic of a fully developed teacher will not all be acquired during the initial stage of teacher education. Some will be developed during the further stages of induction and early professional development. But in all of this, the aim is to develop teachers who employ their competences to:

- a** conscientiously work to develop the learning potential of all pupils, employing in this task a wide range of strategies and seeking to overcome the barriers that inhibit the success of some pupils;
- b** appreciate the significance of their individual contribution to the work of the school;
- c** appreciate the significance of the contribution made by parents, governors and others in the community to the achievement of individual pupils, and of the school as a whole;
- d** have a commitment to continuing personal and professional development.

The activities provided by schools for student teachers during school-based work should not be confined solely to classroom experience. Students should have the opportunity to engage in the broader life of the schools, and to gain insight into the breadth of responsibilities carried by teachers.

3.3 Course structure (as it applies to school-based work)

The design and detailed content of courses in initial teacher education depend on the nature of the courses (whether BEd or PGCE), and on how a HEI organises the programme for each course. Information on the content of the course(s) offered by an individual HEI, and on the timing of each stage of school-based work in relation to the rest of the course(s), is given in the *Course structure* section of the HEI supplements.

Central to all courses, however, are the successive periods of school-based work on which any partnerships between schools and HEIs depend. As student teachers progress through their courses, the demands placed on them during school placements will increase. In general terms in the early periods, the students will become familiar with school routines and systems; will have opportunities to observe and understand classroom practices and, where appropriate, will assist class teachers in planning and teaching lessons and working with small groups as well as whole classes. As the course progresses, the students will, under the guidance of class teachers, assume greater responsibilities in the classroom, with emphasis given to planning, teaching and assessing pupils' learning, and to developing the full range of classroom competences. The precise arrangements will vary between the BEd and the PGCE courses. Further detailed information will be provided by the HEI.

Before each period of school-based work, a designated HEI tutor will ensure that the principal, teacher-tutor and appropriate class teacher(s) have written information which gives:

- a** the student teacher's name and (where relevant) the year of his/her course;
- b** details of any school-based work already completed;
- c** an outline of what the student has studied in the HEI;
- d** what the HEI tutor will expect from the student during the school placement.

The HEI will seek agreement with partnership schools as to the contribution the schools will make to the development of the particular competences being given priority during each period of school placement.

Throughout all periods of school-based work, the HEI tutor will liaise closely with the teacher-tutor and class teacher(s) to ensure that the institution-based and school-based work jointly contribute to the development and extension of the student teacher's professional competences.

If difficulties arise, for example, if elements of the programme should prove to be inappropriate for the student, remedial action should be taken jointly by the HEI and the school.

3.4 Assessment

During initial teacher education courses, the HEI will build up sufficient knowledge of each student teacher, in order to identify strengths and development needs, gain an understanding of concerns and problems, set appropriate goals, and assess achievement. The HEI will not, however, have the day-to-day knowledge of the student teacher's practical competences in the school and class setting that the class teacher(s) will have. It is expected that the class teacher(s) will comment on the student's work and add to the information on which the HEI tutor(s) will base assessments of school-based work. See also the *Evaluation of student performance* section of the HEI supplements.

The process of assessment of the school-based work within the courses can be divided into two main stages:

FORMATIVE in which progress and achievement are continuously monitored; and **SUMMATIVE** which results in a formal statement of what has been achieved at the end of the course, and which contributes to the Career-Entry Profile.

3.4.1 The Formative Stage:

to which the HEI, the student and the school all make a contribution:

- a Student teachers** as active, adult learners, evaluate their lesson preparation and assess the processes and outcomes of the teaching and learning in which they have participated. They should read, have the opportunity to discuss, and sign each Formative Profile Report on their work.
- b Teacher-tutors and class teachers** observe students teaching and may use a lesson observation report in an informal way as a focus for discussion of teaching observed and collaborate with the HEI tutors in discussing the students' teaching plans. They may also wish to undertake joint observations with the HEI tutor(s) of the students' classroom work, and consider with them what pupils have achieved. The schools provide an end-of-placement summary report to the HEIs.
- c HEI tutors** undertake a more formal assessment of the students' work on the basis of school experience reports which focus on the five broad competence

areas identified in section 2.2 of this handbook, and developed by the HEIs in the *Evaluation of student performance* section of their supplements¹. These reports identify areas of achievement, and establish an agreed focus for future development.

HEI tutors update the Formative Profile (see 3.8) in consultation with the student teacher at the end of each period of a student's school-based work. The profile enables comments to be made on the student's development of competences and progress to date against the core criteria. (see 2.1)

3.4.2 *The Summative Stage:*

in which the main contribution will be made by the HEI and the student.

This summative stage will result in a Career-Entry Profile (see 3.9) for each student, completed by the HEI, which will provide a record of the assessment of the beginning teacher's competences and professional characteristics, indicating strengths and development needs. This record will be the property of the beginning teacher on completion of the initial teacher education course. Thereafter, it will be regularly updated as the basis for continuing professional development.

3.5 *Professional development for school staff involved in partnership*

The support given to student teachers by class teachers is an essential element of the partnerships, particularly because the development of certain competences depends on the school-based work done with the students. Although schools have for many years been involved with school placements and teaching practice, it is possible that the new arrangements, with their emphasis on competences, may leave teachers uncertain about the contribution that they now can make. Some teachers have indicated that they would welcome some guidance and support to enable them to be of as much help as possible to the student teachers.

Some HEIs already offer training programmes to support teachers involved with initial teacher education courses, ranging from briefing about the competence framework and the support that schools can give to student teachers, to more substantial training programmes for teacher-tutors.

Schools which wish to involve teachers in such training or briefing should contact those HEIs with which they have partnership links.

3.6 *Summary of the partnership roles and responsibilities*

Schools and HEIs have complementary roles in initial teacher education. Each has a distinctive and particular contribution to make to the professional development of student teachers. HEIs can offer students an academic and professional framework of courses around which the students' development as competent teachers will be built. Without the strength and practical focus given by schools, however, the programme for student teachers would be incomplete and unsatisfactory. See also the *Managing the student teacher's placement* and the *Student support* sections of the HEI supplements.

¹ The Open University is responsible for the assessment of students' work on the basis of formal school experience reports and other assessment procedures.

The contribution made by schools goes further than helping to foster good classroom practice, important though that is. Schools can also offer a necessary perspective on the whole course of initial teacher education, and ensure that school-based work is fully integrated into the programme for student teachers.

The roles of the three partners in initial teacher education (schools, HEIs and students) are as follows:

3.6.1 Schools are best placed to provide:

- a** arrangements to introduce the student teacher to the broad life and work of the school;
- b** the support of an experienced teacher (the teacher-tutor) to assist, advise and encourage the student teacher; (the teacher-tutor might also undertake a joint observation of a sample lesson with the HEI tutor);
- c** a wide range of experiences (not confined solely to the classroom) during the periods of school-based work;
- d** opportunities for the student teacher to observe a variety of teachers and a range of teaching styles;
- e** opportunities for the student teacher to teach a range of classes appropriate to his/her phase and specialist area;
- f** opportunities for the student teacher to develop and extend his/her achievement in the competences and qualities identified between school and HEI as relevant to the period of the school-based work;
- g** access for the student teacher to normal school resources to support teaching and learning (e.g. books, audio-visual materials, reprographic facilities, education technology).

Within the school, class teachers are best placed to undertake the following activities:

- a** supporting the student teacher in developing subject application, classroom teaching skills and an understanding of how pupils learn;
- b** planning/teaching lessons jointly with the student teacher;
- c** observing lessons and other aspects of the student teacher's work, and giving regular feedback designed to help the student identify strengths and development needs, and sharing these observations with HEI tutors;
- d** liaising with the teacher-tutor and the HEI tutor about the student teacher's progress;
- e** using a lesson observation report form as a basis for discussion with the student teacher and the HEI tutor.

3.6.2 *HEIs are best placed to provide:*

- a** courses to support the development of the student teachers' professional skills and knowledge;
- b** co-ordination of institution-based work with the school-based work;
- c** opportunities to develop the student teachers' achievement in the range of competences identified as relevant to institution-based work;
- d** general support and guidance for student teachers;
- e** preparation of the student teachers for school-based work;
- f** oversight of the placement of student teachers in suitable partnership schools (or clusters of schools) for school-based work;
- g** liaison with the partnership school (or the lead school in a cluster) on the progress and assessment of student teachers, including the formal assessment of sample lessons by the HEI tutor;
- h** quality assurance of the procedures for assessment of student teachers;
- i** formative reports on the progress of student teachers;
- j** the Career-Entry Profile for each student teacher who completes the course. (See 3.9)

The HEI will identify members of staff who are best placed to:

- a** liaise with the partnership school on the placement of student teachers for school-based work, and to deal with problems should they arise during students' placements;
- b** liaise with the principal, teacher-tutor and class teacher(s) of the partnership school on all aspects of the course;
- c** communicate directly with the teacher-tutor before the start of each stage of school-based work, giving written information about the student teacher(s), and indicating what the expectations are for that stage of each student teacher's school-based experience;
- d** monitor school-based work, with the aim of ensuring standardisation and quality assurance;
- e** support student teachers in developing subject application, classroom teaching skills, and an understanding of how pupils learn;
- f** arrange observation of student teachers' classroom work, and provide regular feedback to help the students identify strengths and development needs;
- g** assess competences and professional qualities;

- h** prepare a formative profile on each student teacher's progress during school-based work after discussion with the student, the class teacher(s) and the teacher-tutor where appropriate.

3.6.3 Students

The student teachers should be seen as active participants in the partnership. Their attitude, behaviour and commitment during school-based work are just as important to its success as are the activity and professionalism of the HEI and school staff.

Student teachers are likely to derive most benefit from school-based work if they seek to ensure that good personal and professional relationships are established with all those with whom they work.

To achieve this, student teachers should adopt the following code:

- a** they should regard the authority of the school principal as applying to them as much as to other members of the school staff;
- b** on or before the first morning of a period of school-based work, they should arrange to meet the principal at a specified time;
- c** throughout the period of the placement they should remain in the school for the whole of every working day, unless there are circumstances which have been communicated to, and accepted by, the principal and HEI tutor;
- d** they should conform to the conventions of dress and personal appearance which are observed by teachers in the school;
- e** they should adopt patterns of writing and speaking that set pupils a good example, and that are appropriate for the teaching profession;
- f** they should consult with the teacher-tutor or class teacher about such topics as schemes of work, teaching and learning resources, teaching aids, equipment, and discipline procedures;
- g** they should remember that physical contact with pupils, for example, touching, pushing, pulling, tapping and prodding, might be perceived as constituting assault, and therefore any physical contact with pupils must be avoided;
- h** they should make sure that, at the end of the period of school-based work, they have returned all books, keys, equipment or materials made available for their use by the school;
- i** they should seek advice from the class teacher about their planning and preparation of their lessons, and comment on their teaching of the lessons.

3.7 Characteristics of effective partnerships

This Handbook has given information about aspects of the partnerships between schools and HEIs as they work together to develop the best possible arrangements for initial teacher education. The following indicators could be used to assess whether the partnership is working well. See also the section of the HEI supplements on *Communication*.

3.7.1 Partnerships are effective when:

- a** the school and the HEI work in a way which actively recognises that initial teacher education is a shared responsibility;
- b** schools are involved in the planning of the course, modifying the partnership handbook, setting objectives for school-based work, and selecting students for the course;
- c** the roles of the partners are clearly defined, well understood, and implemented in practice;
- d** all concerned are familiar with the contents of the handbook and understand its implications;
- e** HEI tutor, teacher-tutor and class teacher(s) involved in the partnership have received training in skills such as classroom observation, the development of classroom competences, and how to recognise progression in the acquisition of competences;
- f** the school undertakes regular, sustained classroom observation of the student teacher's teaching, and gives the student feedback and guidance;
- g** procedures are in place (and are working in practice) to ensure that effective communication takes place involving the HEI, the school and the student teacher;
- h** the programme of initial teacher education is carefully coordinated, and all aspects are clearly recognised as being complementary;
- i** the school provides school-based work which focuses on those competences best developed in schools;
- j** there are procedures (known to and agreed by all) for dealing with difficulties;
- k** assessment includes the regular monitoring, by the HEI tutor and the school, of the development of the student teacher's teaching competences;
- l** all the arrangements are supported by sound quality control procedures.

3.8 *Formative Profile Report*

FORMATIVE PROFILE REPORT

Name of Higher Education Institution

Student's name

Course of training (e.g. BEd, PGCE)

Stage of course which student has reached

Age phase of course (e.g. nursery, primary, secondary, FE)

Main subjects(s)

Partnership placement school(s)

Signature of HEI representative

Signature of student

Date

1 *Understanding of the Curriculum, and Professional Knowledge*

Key competences	Comments on student performance
<p>Demonstrates understanding of the requirements of the Northern Ireland Curriculum, and in particular of the areas of study and the educational themes embodied in it and of their interdependence.</p>	
<p>Demonstrates knowledge of the range of resources available to support the curriculum, including education technology.</p>	
<p>Demonstrates knowledge of child development and an understanding of how it can be promoted.</p>	
<p>Demonstrates knowledge of the various ways in which children learn, both generally and in particular subject contexts.</p>	
<p>Demonstrates knowledge of the principles involved in fostering good discipline.</p>	

Further comments and recommendations for future development

2 *Subject Knowledge and Subject Application*

Key competences	Comments on student performance
<p>Demonstrates understanding appropriate to the demands of the school curriculum for the relevant age-phase, of the knowledge, concepts and skills of his or her specialist subjects.</p>	
<p>Demonstrates breadth of knowledge in all of the subjects forming the content of his or her teaching and awareness of their contribution to areas of study.</p>	
<p>Plans appropriate lessons with teaching programmes.</p>	
<p>Demonstrates a knowledge of the particular methodologies and procedures necessary for effective teaching of the subject(s) being taught.</p>	
<p>Shows awareness of potential areas of learning difficulty within the subject(s).</p>	
<p>Plans schemes of lessons, taking account of continuity and progression (more experienced students only).</p>	

Further comments and recommendations for future development

3 *Teaching Strategies and Techniques, and Classroom Management*

Key competences	Comments on student performance
<p>Plans and employs a wide range of teaching strategies (including the use of whole class, group, pair or individual modes) appropriate to the age, ability, interests, experiences and attainment level of the pupils and to the objectives of each lesson.</p> <p>Can justify the teaching methods being used.</p> <p>Can identify and respond to relevant individual differences between pupils and sets appropriately demanding expectations for learning performance.</p> <p>Is able to recognise pupils' special needs and provides appropriately for these.</p> <p>Contributes to ensuring continuity and progression in children's learning within and between classes and subjects.</p> <p>Establishes good classroom rapport; captures and maintains pupils' attention, interest and involvement.</p> <p>Makes appropriate use of the range of resources available to support the curriculum, including Information Technology.</p> <p>Establishes clear rules and expectations regarding pupils' behaviour and deals effectively with inappropriate behaviour.</p> <p>Manages his or her own time and that of the pupils effectively.</p> <p>Seeks advice when necessary.</p>	

Further comments and recommendations for future development

4 *Assessment and Recording of Pupils' Progress*

Key competences	Comments on student performance
<p>Assesses and records pupils' performance in a systematic manner, using attainment targets and level descriptions where applicable.</p> <p>Uses different methods of assessment as appropriate, in order to monitor the progress of individual children.</p> <p>Uses the outcomes of assessment, as appropriate, in order to evaluate teaching and plan for the future.</p> <p>Provides pupils with regular, thorough feedback on their progress in a constructive manner which fosters their self-confidence and self-esteem.</p>	

Further comments and recommendations for future development

5 *Foundation for Further Professional Development*

Key competences	Comments on student performance
Shows a pastoral concern for pupils.	
Develops effective working relationships with teachers and other colleagues within the school and, where applicable, in associated schools.	
Contributes to activities with pupils outside the formal curriculum.	
Demonstrates awareness of the importance of informed, critical reflection in evaluating his or her professional practice.	

Further comments and recommendations for future development

3.9 Career-Entry Profile

SECTION A: Summary of the Beginning Teacher’s Initial Teacher Education (ITE)

Name of Beginning Teacher

‘A’ Level/Equivalent Qualifications

Degree Qualifications

Please specify all undergraduate degree modules, other than ITE qualifications

Additional Relevant Qualifications

Relevant Employment/Work Experience prior to ITE

ITE Provider

Title of ITE Course

Date of Completion

Length of Course

Age Range of Pupils

Specialist Subjects

Subsidiary Subjects and Subject Extensions

School Experience

Partner School	Start Date – End Date	Year Groups/Levels Taught
1.		
2.		
3.		
4.		

Specific Projects Undertaken: (e.g. classroom-based research, school-based projects, dissertations, work with special needs pupils.

Extra-Curricular Activities during school experience:

Signature of HEI Representative	Date
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SECTION B1: Areas of Strength

This section to be agreed by the Provider and student teacher and to reflect evidence from earlier profiling. It is to take account of, and reflect the Core Criteria and the five aspects of teacher competence (Section 2 of the Teacher Education Partnership Handbook).

Understanding of the Curriculum, and Professional Knowledge

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Subject Knowledge and Subject Application

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Teaching Strategies and Techniques, and Classroom Management

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Assessment and Recording of Pupils' Progress

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Foundation for Further Development

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SECTION B2: Priorities for Further Development during Induction

(to be completed towards the end of the ITE Course)

Understanding of the Curriculum, and Professional Knowledge

Subject Knowledge and Subject Application

Teaching Strategies and Techniques, and Classroom Management

Assessment and Recording of Pupils' Progress

Foundation for Further Development

Professional Interests and Aspirations: <i>to be completed by the student</i>

Signature of HEI Representative	Job Title
Signature of Student Teacher	Date

*Career-Entry Profile: Notes of Guidance***Purpose of the Career-Entry Profile (CEP)**

The purpose of the CEP is to contribute to the integration of the initial stage of teacher education (ITE) with induction and early professional development by recording and communicating information about:

- the ITE experience of the student/beginning teacher;
- his/her strengths and professional aspirations and interests;
- his/her priorities for further professional development during induction.

Evaluations of the student/beginning teachers should be based upon their ITE experience and reflect explicitly the core criteria and the teacher competence model (Section 2 of the Teacher Education Partnership Handbook).

The CEP should:

- be the basis for honest self-evaluation by the student teacher;
- incorporate the HEI tutors' evaluation of the student teacher;
- take account of and reflect the schools' evaluations of the student teacher during school experience;
- be an evaluation which is negotiated between student teacher and tutor.

Information about the student/beginning teacher is needed by, and should reflect the interests of, all members of the Teacher Education Partnership and should be used to:

- initiate and inform the career-long, continuous process of professional development for the individual beginning teacher.

The CEP, and the information within it, belongs to the student/teacher who should:

- make it available to the employing school for planning professional development;
- work with the induction tutor and ELB advisory staff to use the profile as a basis for setting targets for the induction stage.

Beginning teachers should, through the use of their CEP, make an active contribution to, and be fully engaged in, their professional development, which is seen to be a career-long process.

The CEP is not intended to be a replacement or a substitute for references from ITE providers to prospective employers and plays no part in the recruitment and appointment process.

The profile may be completed on paper or in a word-processed form. If word-processed, it must be printed and authorised on behalf of the ITE provider.

The HEI should keep the CEP for at least a year after the student teacher leaves.

Completing Section A

The information required in Section A is largely self-explanatory. However, please note that it should also record:

- sufficient detail on initial qualifications to enable a school to identify the precise specialist qualifications of each teacher;
- the previous initial teacher education placements experienced by the student, including information about the levels taught (e.g. Special Needs, GCSE, GNVQ or 'A' Level), as well as the year groups;
- extra-curricular interests and activities from school experience.

Completing Section B

Section B is technically *summative* in its purpose. However, the CEP, in the context of continuing professional development, has a *continuing formative* role.

Section B should be completed towards the end of the ITE course. ITE providers should work together with student teachers, using evidence from earlier profiling, and referring to the Core Criteria and the Teacher Competence model (in section 2 of the Teacher Education Partnership Handbook), to prepare evaluations of:

B1: areas of strength and

B2: priorities for further development during induction;

under each of the 5 headings of competence.

Some primary and secondary examples are given in the following pages.

It is important that each student teacher's evaluations emerge from evidence from his/her own ITE experiences and are genuinely individualised.

The use of standard descriptors to report student competence is less helpful than narrative evaluative statements that are specific to each student. Teacher competence statements should not be reiterated in a generalised way.

Evaluations (whether written in point form or in continuous prose) should be **precise, concise and relevant**.

Evaluations should be meaningful in the context of the entire year's experience of teaching and should not be overly fragmented, mechanistic, or focused on relatively narrow needs.

Section B2 also provides an opportunity for the student to record his or her professional and career interests and aspirations.

After completion of the CEP

At the outset of the induction stage, beginning teachers should think about and record their own evaluation of their professional development at that point in their career, and in the context of their teaching post. Subsequently, they should, with the help of a teacher-tutor, plan and record a number of manageable targets in their *Induction Action Plan*, which is Section 4.6 of the Teacher Education Partnership Handbook.

*Primary Examples***SECTION B1: Areas of Strength**

This section to be agreed by the Provider and student teacher and to reflect evidence from earlier profiling. It is to take account of, and reflect the Core Criteria and the five aspects of teacher competence (Section 2 of the Teacher Education Partnership Handbook).

Understanding of the Curriculum, and Professional Knowledge

Fiona has a competent knowledge and understanding of how children learn. She understands the centrality of language in the learning process and the importance of motivation, attitudes to schooling and the dynamics of peer-group pressure in the promotion of effective learning. She understands the importance of assessment as an integral part of teaching and learning and demonstrates awareness of the extent to which learning takes place outside, as well as within, the formal curriculum.

Subject Knowledge and Subject Application

Fiona has specialist knowledge of the skills and concepts associated with English. She is able to plan coherent programmes, taking account of the statutory requirements for the subjects as well as the Educational Themes. She can plan appropriate lessons, employing a variety of strategies appropriate to different subjects in the primary curriculum.

Teaching Strategies and Techniques, and Classroom Management

Plans and uses a range of strategies appropriate to the age, ability, interests, experiences and attainment levels of the children she has taught and is able to justify the methods she has used. Successfully used whole-class, group, pair and individual modes when appropriate for particular learning experiences. Able to capture and sustain interest and attention and motivate the children effectively. Has contributed to the development of reading, writing and speaking and has shown some competence in coping with numeracy and information handling. Has managed her own time efficiently and willingly seeks and takes advice.

Assessment and Recording of Pupils' Progress

Fiona understands the nature and purposes of different kinds of assessment, judges pupil performance against appropriate criteria, as well as taking account of the character and intake of the school. She is aware of the importance of methods of planning assessment for teaching.

Foundation for Further Development

Fiona is willing to act as a member of a professional team and has developed effective co-operative relationships with class teachers and other colleagues during teaching experience. She is aware of the importance of critical reflection in evaluating his/her own professional practice.

Primary Examples

SECTION B2: Priorities for Further Development during Induction

(to be completed towards the end of the ITE Course)

Understanding of the Curriculum, and Professional Knowledge

Develop further the skills involved in class discipline. Gain knowledge of the organisation and management of schools. Understand how school policies and development plans fit into the overall scheme.

Subject Knowledge and Subject Application

Develop your understanding of how to incorporate the full range of ICT into your teaching and exploit its potential to the benefit of pupils.

Develop a closer understanding of how to organise fieldwork and educational visits and how to exploit their educational potential.

Teaching Strategies and Techniques, and Classroom Management

Understand better the management issues involved in using ICT in the classroom to enhance children’s learning. Seek to consolidate your development in general teaching strategies and techniques.

Assessment and Recording of Pupils’ Progress

During your teaching experience you felt that children needed to be given more encouragement to assess their own work and you need to develop your professional knowledge of this strategy.

Foundation for Further Development

You need to know more about the effect of social problems on children's learning and how such problems are manifested in schools.

Professional Interests and Aspirations: *to be completed by the student*

To have the opportunity to teach and manage a primary class and become a participating member of a school community.

Signature of HEI Representative	Job Title
Signature of Student Teacher	Date

*Primary Examples***SECTION B1: Areas of Strength**

This section to be agreed by the Provider and student teacher and to reflect evidence from earlier profiling. It is to take account of, and reflect the Core Criteria and the five aspects of teacher competence (Section 2 of the Teacher Education Partnership Handbook).

Understanding of the Curriculum, and Professional Knowledge

Sophie has demonstrated understanding of the requirements of the Northern Ireland Curriculum, and in particular the educational themes, and their interdependence. She understands the importance of motivation, attitude to schooling and the dynamics of peer-group influence in the promotion of effective learning. She has demonstrated the principles involved in fostering good discipline. She has a good knowledge of curriculum resources.

Subject Knowledge and Subject Application

Sophie demonstrates a breadth of understanding of the knowledge, concepts and skills of her specialist subjects. She demonstrates knowledge of particular methodologies necessary for effective teaching, using an appropriate combination of thematic and subject approaches. She is aware of potential learning difficulties within different subjects. Her lesson plans were of a high order, taking account of continuity and progression.

Teaching Strategies and Techniques, and Classroom Management

Sophie had experience of a composite class in a small rural school and impressed the principal and staff with her competence in planning, employing a wide range of teaching strategies, managing the class and sustaining the high level of work required. She responds effectively to individual differences between pupils and sets appropriately demanding expectations. Consistently able to establish good classroom rapport, as well as clear rules for dealing with inappropriate behaviour. Is able effectively to manage her own time and that of her pupils.

Assessment and Recording of Pupils' Progress

Can assess and record the children's performance in a systematic manner, referring to attainment targets and level descriptions. Gives children regular, constructive feedback on their progress, which fosters their self-confidence and self-esteem. Uses the outcomes to evaluate teaching and plan for the future.

Foundation for Further Development

Shows maturity in accurately and confidently assessing her teaching strengths and needs; a highly competent and confident student teacher who shows genuine concern. Consistently demonstrates effective working relationships in schools. Is aware of the importance of informed, critical reflection on her professional.

Primary Examples

SECTION B2: Priorities for Further Development during Induction

(to be completed towards the end of the ITE Course)

Understanding of the Curriculum, and Professional Knowledge

Develop knowledge of the organisation and management of schools, and the place within these of school policies and developmental plans. Gain experience of contributing to the formulation of the school's aims and objectives. Further your awareness of the skills and processes common to a range of subjects.

Subject Knowledge and Subject Application

Extend your experience in preparing longer-term teaching programmes, taking into account statutory requirements for both the subjects and the educational themes, and school curriculum policies.

Teaching Strategies and Techniques, and Classroom Management

You have expressed your desire for further guidance and help in using ICT to enhance children's learning, and in the area of Special Educational Needs.

Assessment and Recording of Pupils' Progress

You have expressed the desire to participate in moderation procedures and to gain experience of judging pupil performance in relation to appropriate norms.

Foundation for Further Development

You need to continue to develop your ability to modify your teaching in light of your understanding of learning and assessment.

Professional Interests and Aspirations: *to be completed by the student*

To learn more about using ICT, especially with individual children who have special education needs. To work with parents to help them to support their children's learning.

Signature of HEI Representative	Job Title
Signature of Student Teacher	Date

*Secondary Examples***SECTION B1: Areas of Strength**

This section to be agreed by the Provider and student teacher and to reflect evidence from earlier profiling. It is to take account of, and reflect the Core Criteria and the five aspects of teacher competence (Section 2 of the Teacher Education Partnership Handbook).

Understanding of the Curriculum, and Professional Knowledge

Claire demonstrates understanding of the factors that motivate pupils' learning and uses this to promote their achievement. She is familiar with the SEN Code of Practice and has taught English and Maths to small groups of SEN pupils. She has had experience of contributing to, and using, individual education plans.

Subject Knowledge and Subject Application

Claire has a good understanding of subject knowledge and is able to successfully integrate the educational themes into lessons. She has used educational technology very effectively to enhance pupils' learning. For her school based project Claire developed an excellent web-site to support the teaching of Advanced GNVQ in Health and Social Care.

Teaching Strategies and Techniques, and Classroom Management

Consistently plans and prepares lessons and units of work which are supported by high quality resources and activities. Continually analyses and discusses lessons taught and amends these in the light of her evaluations and the feedback received. Claire communicates easily with the pupils and develops good interpersonal relationships while maintaining high standards of behaviour.

Assessment and Recording of Pupils' Progress

Claire has illustrated an awareness of the need to plan a variety of assessment strategies that enable all pupils to experience a sense of achievement. She has had experience of supporting GCSE coursework and of setting and marking end of term examinations.

Foundation for Further Development

Demonstrates enthusiasm for her subject and is always ready to learn from more experienced colleagues. Has contributed significantly to the wider aspects of school life, including the Young Enterprise Scheme and the Business Insight Day. During SE1 Claire helped with the school's musical production and had the opportunity to participate in Prize Day.

Secondary Examples

SECTION B2: Priorities for Further Development during Induction

(to be completed towards the end of the ITE Course)

Understanding of the Curriculum, and Professional Knowledge

Identify opportunities when planning work to focus explicitly on enhancing particular aspects of the pupils' literacy and numeracy skills.

Subject Knowledge and Subject Application

Continue to plan lessons to accommodate a variety of pupil activities. Develop your use of differentiated approaches to ensure that all pupils are fully challenged.

Teaching Strategies and Techniques, and Classroom Management

Develop your use of group work and aim to promote pupil involvement in their learning. When managing practical activities, provide a clear explanation for the tasks and use demonstrations where appropriate.

Assessment and Recording of Pupils' Progress

Develop a systematic approach to assessing and recording pupils' learning. Provide the pupils with regular oral and written feedback on their progress and use the outcomes of pupil assessment to evaluate the effectiveness of your teaching.

Foundation for Further Development

During your ITE you demonstrated your commitment to your own professional development. Continue to reflect on your teaching and to seek feedback. Use opportunities to observe other teachers at work and to contribute to the full range of your department's activities.

Professional Interests and Aspirations: *to be completed by the student*

To have responsibility for a form class.
To become involved in the work of the Careers Department and to contribute to work experience programme and business/industry initiatives.

Signature of HEI Representative	Job Title
Signature of Student Teacher	Date

*Secondary Examples***SECTION B1: Areas of Strength**

This section to be agreed by the Provider and student teacher and to reflect evidence from earlier profiling. It is to take account of, and reflect the Core Criteria and the five aspects of teacher competence (Section 2 of the Teacher Education Partnership Handbook).

Understanding of the Curriculum, and Professional Knowledge

John has a good understanding of the factors that affect the organisation of the curriculum and demonstrates awareness of the policies that impact on the organisation and management of schools. He has participated in Child Protection and Drug Abuse in-school training.

Subject Knowledge and Subject Application

Carefully plans lessons and uses a range of resource materials and activities to support learning and teaching. Effectively incorporates the education themes into his teaching and has successfully used spreadsheets to develop numeracy and IT skills.

Teaching Strategies and Techniques, and Classroom Management

John tries to take account of all aspects of the ability of pupils at all levels, through ensuring that less able pupils are encouraged and supported and that the more able are fully challenged. He sets high expectations for pupil behaviour and consequently experiences few discipline problems.

Assessment and Recording of Pupils' Progress

Has used a range of assessment techniques, including pupil self-assessment to monitor pupils' performance and to provide them with feedback on their progress.

Foundation for Further Development

Enjoys good working relationships with the pupils and his colleagues and is always willing to seek support and advice, and to act on any suggestions for improvement. His portfolio reflects his commitment to on-going professional learning.

Secondary Examples

SECTION B2: Priorities for Further Development during Induction

(to be completed towards the end of the ITE Course)

Understanding of the Curriculum, and Professional Knowledge

Continue to set high expectations for your pupils' learning and aim to enable all of them to experience a sense of achievement.
Use every opportunity to promote the self-confidence and self-esteem of your pupils.

Subject Knowledge and Subject Application

Develop your subject knowledge at GCE A Level and ensure that the content of your lessons is relevant and current. Try to ensure that your pupils are actively involved in their learning through planning activities which require them to think critically, solve problems, research issues and present their findings to an audience.

Teaching Strategies and Techniques, and Classroom Management

Continually monitor the learning and teaching strategies that you use to ensure that the pupils are motivated and fully challenged. Try to ensure a good balance between teacher and pupil activities. When facilitating group work, carefully structure the activities and set expectations for learning. Make sure that the pupils are fully aware of the planned outcomes for the activities.

Assessment and Recording of Pupils' Progress

Develop the range of methods used to assess pupils' learning and use these alongside the level descriptors to monitor their progress.

Foundation for Further Development

Seek opportunities to contribute to school activities.
As the opportunity arises, share your knowledge and expertise of ICT with other members of your department.

Professional Interests and Aspirations: *to be completed by the student*

To have the opportunity to work with pupils who have special educational needs and to work alongside the SENCO to develop my knowledge of teaching SEN pupils.
To become more involved in the pastoral aspects of the curriculum.

Signature of HEI Representative	Job Title
Signature of Student Teacher	Date



The induction stage:
partnership between schools and the curriculum advisory & support services

4

THE INDUCTION STAGE: PARTNERSHIP BETWEEN SCHOOLS & THE CURRICULUM ADVISORY AND SUPPORT SERVICES (CASS)

4.1 Aims of induction and the effective use of the Career-Entry Profile (CEP)

The induction process is integral to the professional development of beginning teachers within the school context. There are a number of unique aspects of teaching which should be addressed during induction to ensure that they become effective teachers. Addressing these aspects will involve both classroom and school focused in-service provision. The overall aim of induction is to continue to address the B competences in section 2.2 which, it is recognised, will not be fully developed during initial teacher education.

The CEP (section 3.9) is an important bridge between the initial and induction stages. It offers not only a record of the assessment of the beginning teacher's competences, but also an indication of the strengths and development needs of the beginning teacher which should influence continuing professional development during induction and early professional development (EPD). Effective use of the CEP means that the beginning teacher will be able to build a strong and coherent framework for personal and professional development. The CEP is the responsibility of the beginning teacher and its use is intended to promote career development. It will be used in the induction phase in order to identify targets for the induction action plan and hence will need to be seen by the principal and the Board of Governors. Based upon the CEP, an induction action plan (see 4.6) will be drawn up jointly by the beginning teacher and the teacher-tutor in the school where induction is taking place. It should be reviewed and updated at regular intervals throughout the school year (see 4.7 for the interim review report).

4.2 Key elements of an induction programme

4.2.1 Roles & Responsibilities: Post-Primary, Primary, Nursery and Special Schools

This section describes the breadth of roles in induction in post-primary, primary, nursery and special schools. Schools should adapt these, as appropriate, to their specific circumstances. As described below, support for beginning teachers is provided by a range of people whose contributions need to be co-ordinated both within the school and outside. The school has an initial responsibility for agreeing with the beginning teacher an induction programme (see sections 4.10 and 4.12 for examples) and an action plan (see section 4.6). CASS offers support for teacher-tutors in schools, and provides a programme of courses tailored to meet the needs of the beginning teacher. Depending upon those needs, others within the school will be involved in providing support and monitoring and evaluating the induction action plan. CASS officers will also provide support.

Board of Governors should:

- have access to the CEP, following appointment; and
- confirm, on the recommendation of the principal, that the beginning teacher has completed induction and may begin EPD.

The Principal should:

- raise the whole staff's awareness of its involvement in the induction process;
- support professional development of the beginning teacher within the staff team;
- be responsible for overall decisions and policies relating to the induction of beginning teachers;

SECTION 4

- oversee the monitoring and evaluation of beginning teachers and ensure adequate feedback;
- ensure that the beginning teacher can take advantage of the ELB induction programme;
- link the induction and EPD programme with SDPM and the staff development programme;
- enable the beginning teacher and teacher-tutor to have sufficient time to carry out the activities involved in the induction and EPD programme;
- provide opportunities for staff development for the teacher-tutor; and
- monitor and evaluate the school's induction programme in conjunction with the teacher-tutor.

The Teacher-tutor should:

- get to know the beginning teacher professionally and personally;
- create an open, supportive and challenging climate;
- manage and co-ordinate the school's induction programme;
- prepare an induction information file for beginning teachers which addresses the following areas: school aims, ethos and mission statement, routines, administration, policies and procedures, pupil issues, resources/facilities, ancillary and auxiliary staff, health and safety, extra-curricular activities, parental contact, school induction programme, Children Order, Code of Practice for Special Needs;
- ensure that the beginning teacher has a copy of the job description;
- monitor and evaluate progress, including through lesson observation, and provide continuous feedback, and, with the beginning teacher, identify development needs;
- ensure that the development needs of the beginning teacher are met;
- provide, when needed, pastoral support;
- oversee the development, implementation, and regular review of the beginning teacher's induction action plan;
- monitor and evaluate the quality and effectiveness of the school support programme for beginning teachers;
- encourage the beginning teacher to reflect on their teaching and evaluate the pupils' learning;
- facilitate the beginning teacher's involvement in the ELB induction programme;
- provide an appropriate timetable and give consideration to an appropriate amount of non-contact time;

- arrange for the beginning teacher to observe examples of good practice (in any school);
- provide advice and guidance on dealing with parents;
- help beginning teachers to identify their concerns;
- provide support for key staff involved in the development of the beginning teacher; and
- liaise with key staff regarding the progress of the beginning teachers.

The Head of Department (post-primary) or Key Stage Co-ordinator/Year Group Teacher (primary) should:

- provide schemes of work and, in post-primary schools, departmental policies, and advise on their implementation;
- give advice on short, medium and long-term planning;
- provide advice and support on the availability and use of resources;
- guide the beginning teacher on assessment and record keeping;
- support and advise on classroom management issues;
- assist the beginning teacher and teacher-tutor in developing and implementing the induction action plan;
- monitor and evaluate progress and provide feedback to beginning teacher and teacher-tutor;
- continue the development and refinement of teaching approaches and strategies necessary for an effective practitioner;
- assist the beginning teacher in the analysis of difficulties which may be countered; and
- ensure staff development opportunities are offered both in and outside the classroom.

In post-primary schools, the Year Head should:

- make available the pastoral policy and ensure that the beginning teacher understands the system;
- give examples of administrative systems and procedures;
- clarify the form teacher's role in relation to a curricular overview for the form and assist in establishing links with subject teachers; and
- ensure that the beginning teacher has advice in dealing with parental interviews.

School co-ordinators* should:

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- provide whole-school policies and related documentation;
- advise and offer guidance on interpretation and implementation of policies in practice;
- assist the beginning teacher and teacher-tutor in developing the induction action plan; and
- provide feedback on progress, as appropriate, to the teacher and teacher-tutor.

(*eg: SENCO; ICT; Assessment; Educational Themes; Library; Literacy; etc.)

The Beginning Teacher is expected to:

- be open, enthusiastic about, and receptive to, induction and EPD;
- seek advice and support from the teacher-tutor and other designated staff;
- become familiar with the school's policies and schemes;
- use the induction action plan to support continued professional development;
- review and reflect on teaching and learning, adjusting their plans in light of pupils' achievements;
- self-evaluate and monitor professional development in conjunction with teacher-tutor and other key staff;
- compile a record of professional development targets and future needs; and
- identify and record critical incidents, and evidence during induction and EPD.

Education and Library Board CASS should:

- provide, in the ELB, a differentiated programme of in-service education which is based on the identified needs of each group of beginning teachers;
- provide a regional in-service programme which addresses the needs of specific groups and is linked to the local ELB in-service programme;
- provide in-school support for beginning teachers in order to support professional development in the teaching, learning and assessment cycle;
- provide a training and development programme for teacher-tutors in aspects of the management and co-ordination of the induction and EPD process;
- offer in-school support to teacher-tutors as appropriate in relation to the school's programme of support and including support for observing lessons and giving feedback;
- provide advice and support for schools with beginning teachers who may require more intensive support, including classroom-based support;

- facilitate opportunities to meet with other beginning teachers;
- involve principals in the induction process; and
- offer development opportunities for returning teachers and those qualified outside Northern Ireland.

Higher Education Institutions are best placed, as partners in the induction process, to:

- raise awareness of links across the three stages of induction;
- provide opportunities for accreditation of aspects of the induction process;
- liaise with ELB induction in-service providers;
- support aspects of the induction service programmes; and
- provide in consultation with ELB induction staff, in school support to meet specific needs.

4.2.2 Schools and ELB Partnership

While ELBs are the lead partners in the induction process, schools and ELBs both have significant and complementary roles. ELBs are best placed to offer a programme of support including in-service provision, in-school and in-class support. The school's contribution focuses on the competence of the beginning teacher within the school, both as a classroom teacher and as a contributing member of the school team.

4.2.3 Education and Library Board Support Programme in All Phases

Each Education and Library Board offers a range of in-service days to primary, post-primary, nursery and special schools. The content of each course is based on the identified needs of the participants and matched to the B competences as appropriate. Beginning teachers select courses which meet their identified needs. Included within this in-service education programme are returning teachers and/or teachers trained outside Northern Ireland. This programme is negotiated with participants and teacher-tutors.

Aspects of the induction programme at regional level

Courses are provided for post-primary subjects, nursery and special education. The nursery and special education programmes are offered to all those teaching these groups for the first time, including beginning teachers.

Aspects of Induction at ELB Level

a. Primary: The core elements of the primary induction programme are agreed at regional level and delivered locally in each ELB. Individual Boards tailor the programme to meet local needs. Within the overall programme general issues are addressed on a number of days and the wider subject areas are addressed separately.

b. Post-primary: The local elements of the post-primary programmes address a range of general issues and some subject needs. It is intended that local and regional programmes complement each other.

4.2.4 Teacher-tutor Training and Development

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This programme is offered by each ELB to all teacher-tutors who have beginning teachers in their schools. Teacher-tutor support is offered in two ways:

- development courses for teacher-tutors involved in induction; and
- school focused support to individual teacher-tutors on aspects of their role, if requested.

Core elements of teacher-tutor training and development programmes for induction and EPD

The core elements are:

- managing/co-ordinating a whole-school programme;
- identification and involvement of other key staff;
- monitoring and evaluating the programme of support; and
- skills of classroom observation, feedback and follow-up support.

Specific elements of the induction programme will include using the career-entry profile as the basis for the development of the induction action plan, taking account of individual school needs.

4.2.5 Wider Educational Network

Throughout the induction process the beginning teacher and the teacher-tutor may develop professional links with a range of external agencies. This network may comprise:

- the school library service;
- the psychology service;
- the social services;
- relevant Council for the Curriculum Examinations and Assessment officers;
- relevant Council for Catholic Maintained School officers (if applicable);
- local religious bodies; and
- wider community interests.

4.3 The development of the beginning teacher

4.3.1 All teachers are required to participate in arrangements for further training and professional development as a teacher (Ref: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987). Principals are required to ensure that staff have access to advice and training appropriate to their needs in accordance with the policies of the employing authority for the development of staff (Ref: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987). Accordingly, during the induction stage,

a. Beginning teachers who are employed in a school for a year or more are expected to:

- ensure that they are registered for induction with their Education and Library Board;
- link with the school's teacher-tutor and participate in the CASS programme;
- in consultation with the teacher-tutor draw up a personal induction action plan linked to her/his Career Entry Profile, classroom needs, core criteria and teacher competences (Ref 4.3.4 and 4.6 and 2.1 and 2.2);
- implement the induction action plan;
- collect evidence of increasing professional competence in an induction portfolio (Ref 4.3.6) which should be presented to the principal and chair of the board of governors.

Schools which employ a beginning teacher for a year or more are expected to:

- ensure that beginning teachers are registered with the Education and Library Board induction programme so that they can attend courses;
- monitor the progress of the teacher in relation to the core criteria and the Bb competences and to confirm or not* confirm successful completion of induction (Ref 2.1 and 2.2);
- provide a planned school-based programme of guidance and professional development. This programme should involve:
 - discussing the career-entry profile;
 - helping the teacher prepare, implement and evaluate a personal induction action plan to address specific needs (Ref 4.3.1 to 4.3.5 and 4.6);
 - providing feedback on classroom practice based on at least **two** periods of classroom observation one of which should be by the principal;
 - providing guidance on the attendance of courses relating to specific needs and monitoring (Ref 4.2.2 and 4.2.3);
 - preparing interim and summative reports (Ref 4.7 and 4.8) which will be the outcome of joint discussion with the beginning teacher and which will refer to the outcomes of the induction action plan, feedback from observation of teaching and teacher competences; and
 - helping the teacher compile and reflect on a portfolio of professional development in line with the guidance (4.3.6).

(* concerns relating to a lack of progress by the beginning teacher should be communicated to the Education and Library Board Induction Officer early in the school year eg November, so that additional support can be negotiated.)

Consideration should also be given to the following:

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In all types of schools:

- allocation of classes;
- extra duties;
- time-tabled time with key colleagues eg teacher-tutor, head of department, year leader, subject co-ordinator/principal;
- a well-resourced classroom with easy access to teacher-tutor/year leader/head of department/principal;
- guidance on dealing with parents;
- 'buddies' in other schools for one person departments; teachers in charge of nursery units/schools; and
- additional support for teachers with classes involved in public assessment.

In post-primary schools:

- protection from (frequent) cover duty;
- allocation of parallel teaching groups;
- a permanent base and minimal moving between classrooms; and
- a 'buddy' for the form teacher role.

b. Beginning teachers who are employed for a period of at least 10 weeks should:

- ensure that they are registered for induction with their Education and Library Board;
- link with the school's teacher-tutor and participate in the Curriculum Advice and Support Service (CASS) programme as appropriate;
- in consultation with the teacher-tutor draw up a personal induction action plan linked to her/his Career Entry Profile, classroom needs, core criteria and teacher competences (Ref 4.3.4 and 4.6 and 2.1 and 2.2);
- implement the induction action plan; and
- collect evidence of increasing professional competence in an induction portfolio (Ref 4.3.6) which should be presented to the principal and chair of the board of governors.

Schools which employ a beginning teacher for a period of at least 10 weeks are expected to:

- ensure that beginning teachers are registered with the Education and Library Board induction programme so that they can attend courses as appropriate;
- monitor the progress of the teacher in relation to the core criteria and the Bb competences

- provide as appropriate a planned school-based programme of guidance and professional development. This programme should involve:
 - discussing the career-entry profile;
 - helping the teacher prepare, implement and evaluate a personal induction action plan to address specific needs (Ref 4.3.1 to 4.3.5 and 4.6);
 - providing feedback on classroom practice, based on classroom observation;
 - providing guidance on the attendance of courses relating to specific needs and monitoring (Ref 4.2.2 and 4.2.3) as appropriate;
 - preparing interim (Ref 4.7) and summative reports if appropriate (Ref 4.8) which will be the outcome of joint discussion with the beginning teacher and which will refer to the outcomes of the induction action plan, feedback from observation of teaching and teacher competences; and
 - helping the teacher compile and reflect on a portfolio of professional development in line with the guidance (4.3.6).

c. Beginning teachers who are initially appointed as substitute teachers for fewer than 4 weeks but whose contracts are extended incrementally should:

at the end of 4 weeks:

- alert the principal and/or teacher-tutor to their position and to the need for discussion of induction requirements should the contract be extended;
- register with the Education and Library Board explaining their circumstances; and
- compile a careful record of the range of teaching experiences acquired.

Schools which initially appoint beginning teachers as substitute teachers for fewer than 4 weeks but whose contracts are extended incrementally should support the process as far as is practicable.

At the end of 4 weeks:

- the school should inform the Education and Library Board that they have a beginning teacher in this situation and request information about available courses.

Where appropriate and depending on the length of employment:

- the career-entry profile and/or interim report from a previous school should be discussed;
- feedback on classroom practice based on at least one period of classroom observation should be provided;

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- a short-term action plan should be agreed and implemented (ref 4.3.2 to 4.3.5 and 4.6); and
- attendance at appropriate courses considered.

d. Beginning Teachers Involved in Day-to-Day Substitute Teaching:

Beginning teachers engaged in day-to-day substitute teaching cannot engage with the breadth of the teacher competence framework and cannot therefore participate in the induction stage of professional development. However, teachers in this situation should:

- register with the Education and Library Board where they live so that they can receive information about courses on request;
- keep a careful record of the range of teaching experiences acquired; and
- keep a log of their development in relation to the core criteria and teacher competence framework with particular reference to demonstrating professional development (ref 2.1 and 2.2).

Guidance for Schools Which Employ Beginning Teachers on a Day-to-Day Basis:

Schools which employ beginning teachers on a day-to-day basis should support them as far as possible.

4.3.2 Developing the Individual Induction Action Plan

When developing individual action plans for each beginning teacher, teacher-tutors should take account of:

- the career-entry profile;
- the competences;
- the school context; and
- any relevant priorities identified in the school development plan.

The career-entry profile will inform the individual induction action plan. This action plan will provide guidance on the beginning teacher's continuing professional development. See section 4.6 for a layout of the induction action plan.

4.3.3 The Process of Action Planning

The process outlined below encompasses the whole of the induction stage. It will be necessary to revisit the induction action plan and review progress on an on-going basis. The process of action planning will involve the school and the beginning teacher in:

- discussing the information contained in the career-entry profile in light of the beginning teacher's school and taking account of the school context and priorities;

- agreeing strengths and development needs;
- agreeing the initial priorities for the induction action plan;
- revisiting the action plan to review progress;
- identifying further areas for development, targets and support needed and to re-negotiate targets if necessary;
- agreeing the summary content for the interim review report in January (see 4.7); completing a summative statement to indicate the completion of induction (see 4.8); and
- identifying possible focused activities and support for early professional development.

4.3.4 **The Layout for the Induction Action Plan (4.6) Consists of 6 Areas**

The following points give a short explanation of each heading:

a. Area(s) for Development - Target(s)

This should focus on the development needs agreed by the teacher-tutor and the beginning teacher and should refer to the descriptive criteria for the competences in section 4.13. These criteria should be very sharply focused and reference should be made to the B competences in particular.

b. Action, including Timescale

The school indicates the specific actions to be taken by the beginning teacher, the teacher-tutor and other key staff. The timescale should be specified in order that all those involved are clear as to their commitment.

c. Support Arrangements

The support should indicate the level required, the appropriate person in school and any support from ELB CASS and other outside agencies.

d. Success Criteria

The success criteria will spell out in detail what should be achieved at the end of the time scale. This will allow all those involved to be working towards the same goals.

e. Monitoring and Evaluating

Monitoring and evaluating will focus the beginning teacher and other staff involved on agreeing the steps in the process. The monitoring will provide on-going feedback and the evaluation will ensure that the beginning teacher and teacher-tutor are evaluating their development on a regular basis. This will conform to the review and lead to the completion of the teacher-tutor's role in the induction process.

f. Self Reflection

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The beginning teacher, before attending the meeting with the teacher-tutor, should reflect the extent to which he/she has achieved the targets in the action plan. He/she should also give consideration to the areas which he/she feels need further development.

It is essential that the teacher-tutor involves appropriate key staff in drawing up and implementing the action plan, providing support and monitoring and evaluating its effectiveness.

4.3.5 Approaches for Monitoring and Evaluating Progress

The agreed action plan will provide a focus for the teacher-tutor to co-ordinate the monitoring and evaluating of the beginning teacher's progress. Monitoring and evaluating the beginning teacher can be addressed formally and informally.

Informal methods should include:

- pre-planned time set aside for meeting with the beginning teacher throughout the year;
- discussions with key personnel to gain an overview of the beginning teacher's progress;
- observation of classroom practice, displays of work, relationships with staff, pupils, parents, etc; and
- feedback from ELB staff.

Formal methods should include:

- classroom visits to focus on an agreed aspect of teaching as outlined in the induction action plan;
- submission of lesson plans;
- submission of pupils' work; and
- looking at record-keeping.

An important aspect of monitoring and evaluating is a record of self-evaluation made by the beginning teacher. Self-reflection builds on practice in initial teacher education and will further prepare the teacher to develop as a reflective practitioner during EPD, and for the whole of the teaching career.

4.3.6 Induction Portfolio

During the induction process the beginning teacher should compile a portfolio of professional development. This should include:

- Career-Entry Profile;
- the induction action plan (proforma 4.6);
- two examples of planning for teaching and learning and reflection. These should relate to targets on the induction action plan, ie units of work/topics /4-6 weekly plans/which address

- content/process (re NI curriculum)
 - learning outcomes
 - how they will be assessed
 - teaching approaches, what the children will do; what the teacher will do
 - resources, including Educational Technology (ET) where appropriate;
- three samples of pupils work with intended learning outcomes which relate to the induction action plan. These may illustrate individual pupil achievement and progression, common difficulties, range of achievement etc;
 - written feedback from lessons observed by the teacher-tutor, other key staff and the principal. The lessons should relate to targets on the induction action plan. This will provide a basis for the interim and summative reports;

NB: At least 2 observations should be carried out during the induction year. One of these should be by the principal.

- a record of attendance at courses and other opportunities for staff development eg observations of other colleagues both within and outside the school, ongoing staff development within the school (proforma 4.9);
- evidence of involvement in extra-curricular activities where appropriate;
- negotiated interim and summative reports (proforma 4.7, 4.8); and
- certificate/letter confirming successful completion of induction.

This portfolio will contribute to the overall discussion on the success of the action plan and identified support. It will also encourage the beginning teacher to maintain the process of self-reflection developed during initial teacher education. It will provide the school with clear evidence as to progress and will assist with the summative report which will bridge the gap between induction and early professional development.

4.3.7 Classroom Observation

One important aspect of monitoring and evaluating is classroom observation. It is the responsibility of the teacher-tutor to plan and co-ordinate a programme of classroom visits linked to the induction action plan. In order to make this classroom observation effective, the teacher-tutor should agree with the beginning teacher the following:

- the focus of or reason for the visit;
- whether the visit is for development and feedback, or assessment;
- the exact time of the observation;
- the person who is observing; and
- the time for receiving feedback, which should be as soon as possible after the observation.

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Following classroom observation and feedback the induction action plan should be reviewed and follow-up support agreed and provided. A record of the outcome should be made and agreed with the beginning teacher.

4.4 Completion of induction

4.4.1 The Summative Report on Induction

The summative report identifies the strengths and development needs of the beginning teacher at the end of the induction stage. It should be based upon the following evidence:

- the core criteria (see 2.1);
- from observation(s) of teaching by senior colleague(s);
- from observation(s) by peers and critical friends; and
- from a portfolio of professional development (4.3.6).

Section 4.13 gives descriptive criteria related to the B competences, which should always be read and applied to teaching and learning in a holistic way.

4.4.2 Successful Induction

At the end of a successful period of induction the beginning teacher will be deemed to be ready to embark on EPD in partnership with colleagues. A teacher who has successfully completed induction will be one who:

- displays appropriate personal and professional values;
- has become secure in the Ab competences and has made significant progress in understanding and implementing the B and c competences;
- has successfully met agreed induction targets; and
- is increasingly able to discuss and evaluate his/her teaching in terms of learning outcomes for pupils.

The teacher's stage of development will be consistent with the criteria for successful induction.

4.4.3 Unsuccessful Induction

A teacher who has not completed induction successfully will be one who:

- is lacking in the underlying qualities and values;
- has not consolidated the Ab competences and has made little progress in clarifying and addressing the B and c competences;
- has been unsuccessful in meeting induction targets; and

- has made little progress in the ability to discuss and evaluate his/her teaching in terms of learning outcomes for pupils.

The teacher's stage of development will be consistent with the criteria for unsuccessful induction.

On the summative report the teacher is recommended for a further period of induction, ie a term. The school draws up and implements another action plan and monitors and evaluates progress. At the end of the term the school either:

- completes a summative report and signs off the beginning teacher as having successfully completed induction; or
- if insufficient progress has been made, completes a summative report drawing together the areas of strength and highlighting the areas of concern against the unsuccessful completion of induction criteria. This means the beginning teacher enters the unsatisfactory teachers' process. Where a teacher is unsuccessful in induction the normal procedures for unsatisfactory teachers are implemented.

Where a teacher is not in a permanent position in a school and, at the end of the first year the school is not prepared to sign off the beginning teacher as having successfully completed induction, the following process should be followed:

The school completes the interim and summative reports. On the summative report the school indicates that the beginning teacher is recommended or a further period of induction, ie a term. The next school picks this up and at the end of the term either:

- completes a summative report and signs off the beginning teacher as having successfully completed induction or
- if insufficient progress has been made, completes a summative report drawing together the areas of strength and highlighting the areas of concern against the unsuccessful completion of induction criteria. This means the beginning teacher enters the unsatisfactory teachers' process.

The decision in regard to unsuccessful completion of induction will be taken by the Board of Governors, on the recommendation of the principal, taking advice, if necessary, from the partnership with the Education and Library Boards and Higher Education Institutions, as appropriate.

4.5 School Induction Programme

A school induction programme should be established for beginning teachers. Schools should modify the programme to meet the needs of temporary beginning teachers who are in schools for less than a year.

The programme should be designed to introduce the beginning teacher to the breadth of school life, should form part of the wider staff development programme, and be linked to important events in the school calendar. It is important that clear, coherent and well-understood aims are established and that all staff are committed to its implementation.

The programme should address the administrative aspects of the school, as well as the developmental and pastoral needs of the beginning teacher.

Professional support:

SECTION 4

a. Introduction to School

- location of school
- all staff
- layout of school building
- relevant locations
- car parking
- catchment area
- tea/coffee facilities

b. Routines

- morning break/lunch
- directed time
- meetings
- assemblies
- bus duty
- corridor duty
- school calendar of events
- arrangement for absence

c. Ethos and Relationship within School

- culture of the school, EMU and cross-curricular issues
- loyalty to school and colleagues
- confidentiality
- member of a team
- contribution to events in school - what is expected
- governing body members
- staffing structure (role and responsibilities, job descriptions)

d. School Documentation

- general school guide-lines
- rules/policies on discipline, homework, assessment, etc
- schemes of work for subjects/department plans
- lesson planning/preparation/teaching notes
- examination entries

e. Administration

- timetable
- teaching accommodation
- class/pupil records
- completion of ORM sheets
- school meals administration
- money collections
- record keeping

f. Pupils/Classes

- numbers in school
- size of classes
- make-up of classes
- special needs provision
- background information on pupils
- pupil pastoral care

g. Areas of Additional Responsibility

- role of form teacher
- role of Head of Department/Co-ordinator
- extra-curricular school activities

h. Resources

- Access to relevant teaching resources and accompanying
- procedures including IT
- displays of pupil work
- reprographic facilities
- user-borrower procedures
- facilities in local Teachers' Centres

i. Key School Personnel

- role of school nurse
- role of classroom assistants
- role of school technicians
- role of school librarian
- role of peripatetic teachers
- role of designated teacher for child protection
- role of educational welfare officer

j. Parental Issues

- parent/teacher evenings
- contacting parents
- skills for communicating with parents, i.e. personal and written
- report writing
- meetings with parents

Pastoral support:

a. Introduction to Area

- accommodation
- travel arrangements
- bus timetables, lifts, etc.
- geography of the area

b. Salary

- point on salary scale
- tax office information
- salary payment process

c. Social development

- time for themselves
- clubs
- activities
- centres

d. Union information

- range of options
- services provided

e. Plan time to talk

- counselling
- needs
- fears
- problems
- health issues
- dress code

4.5.1 Opportunities for School-focused Staff Development

The list which follows is neither prescriptive nor exhaustive. Schools may decide on the range of activities appropriate to the needs of their beginning teacher(s). The activities may take place in the beginning teacher's own school or in another school, especially where good practice may be observed:

- Observation of good practice across a range of years and subjects;
- Participation in team teaching;
- Evaluation of lessons:
 - observed by the beginning teacher;
 - taught by the beginning teacher;
 - jointly planned by the beginning and experienced teacher but not jointly taught;
 - jointly taught by the beginning and experienced teacher but not jointly planned; and
 - jointly planned and taught by the beginning and experienced teacher;
- Evaluation of pupil activity/interaction:
 - focused evaluation of competence of teacher;
 - focused evaluation of lessons; and
 - focused evaluation on dimension of activities, eg language, pupil organisation, etc;
- Evaluation and assessment of pupil work between experienced teacher(s) and the beginning teacher. Choose types of work and discuss;
- Reflect on individual teacher documentation:
 - recording systems;
 - records; reports, including reports to parents;
 - filing systems;
 - individual education plans; and
 - policy documents;
- Evaluation of selection of appropriate resources:
 - ICT;
 - books;
 - library;
 - professional journals.
- Review and reflect on classrooms:
 - layout;
 - displays;
 - resources;
 - class libraries;
 - regular opportunities across a range of rooms;

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- Involvement in and reflection on the benefits of meetings with staff:
department meetings;
whole school; and
year groups.

4.6 Induction Action Plan

Date Signed (Beginning Teacher)

Signed (Teacher-tutor)....

NB: Complete as an outcome of joint discussion and with reference to the Career-Entry Profile, the core criteria and teacher competences and the school context (Ref Section 2 of Handbook)

Area(s) for Development (ref to Competences)	Actions (including timescales)	Support Arrangements	Success Criteria	Monitoring and Evaluation (inc evidence in portfolio)

Self Reflection by the Beginning Teacher (to be used as part of the basis for discussion when completing the interim/summative reports). What do you feel you have achieved (evidence in portfolio) and what areas do you feel you need to develop further?

4.7 Interim Review Report

Date.....

Signed (Beginning teacher).....

Signed (Teacher-tutor).....

Counter-signed (Principal).....

NB: Complete as an outcome of joint discussion between beginning teacher and teacher-tutor, with reference to the Induction Action Plan, the teacher competences and the core criteria. (see Section 2 of Handbook)

a. Achievements and area(s) of strength.

b. Area(s) for continued professional development as shown in Induction Action Plan.

4.8 Summative Report on Induction

Date.....

Signed (Beginning teacher).....

Signed (Teacher-tutor).....

Counter-signed (Principal).....

NB: Complete as an outcome of joint discussion between the beginning teacher, the teacher-tutor and the principal and with reference to the Induction Action Plan, the Interim Review Report, the teacher competences and the core criteria. (see Section 2 of Handbook)

a. Achievements and area(s) of strength

b. Area(s) for continuing professional development

c. Interim plans for focusing early professional development

Recommended for Successful Completion of Induction Yes/No
(Please delete as appropriate)

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4.9 Record of Professional Development During Induction

Date	Focus	Action taken as a result of participation

4.10 Wording for the completion of induction

The Board of Governors confirms, on the recommendation of the principal and in the light of a satisfactory report on induction which meets the criteria for the completion of induction described in the Teacher Education Partnership Handbook, that, *(name of beginning teacher, teacher reference number)*, has completed the induction stage of teacher education, and may begin early professional development.

A copy of this letter has been:

- given to the beginning teacher;
- retained by the school; and
- sent to Teachers' Administration and Salaries, 47 Duke Street, Waterside, Londonderry BT47 1FP.

Signed (Principal).....

Date.....

Signed (Chairman on behalf of the Board of Governors of *(school name)*)

.....

Date.....

SECTION 4

4.11 Example of a primary induction programme

JUNE

If possible beginning teachers will visit school in June - prior to taking up appointment in September. During this visit the beginning teachers will be:

- a. introduced informally to staff;
- b. given copies of the school prospectus, policies and schemes of work in English, Maths and Science;
- c. shown layout of school building; and
- d. invited to spend a day with their class, if they so wish.

FIRST TERM AUGUST

Time set aside, before pupils arrive, to prepare beginning teachers for class:

- a. information given about lunch times, break duty, directed time - daily routines, etc. (e.g. roll-call, money collection);
- b. class list given - information about children passed from previous teachers - written and oral;
- c. help given with organisation of reading and maths groups;
- d. materials and resources allocated eg structured play materials, reading books, etc.;
- e. advice given about seating arrangements and lay-out of desks - organisation of class;
- f. help given with drawing up a time-table fitting in PE, TV, radio programmes, etc.;
- g. advice given about children with learning/behavioural problems;
- h. weekly $\frac{1}{2}$ hr- $\frac{3}{4}$ hr meetings between teacher-tutor and beginning teachers arranged for first term of school year; and
- i. introduction to planning in year bands - sharing ideas.

SEPTEMBER-OCTOBER

Scheduled meetings arranged beginning end of 2nd week in September (usually weekly at this stage).

First meeting - opportunity for beginning teachers to ask questions and air concerns. Advice given, practical help where applicable. For example, arrangements to talk to maths co-ordinator, art co-ordinator, etc. Opportunity for teacher-tutor to discuss classroom management/ discipline and offer advice on lesson planning - teacher brings plans to each meeting. Subsequent meetings during first half-term deal with immediate problems beginning teachers face, as well as ensuring that they are made aware of school policy on homeworks, discipline and pastoral care

arrangements. Help and preparation given to parental interviews. Discussion on Career-Entry Profile and discussion on induction action plan.

NOVEMBER-DECEMBER

- Helping with assessment and record keeping to ensure progression for the children;
- Helping with 'fillers-in' between lessons;
- Managing the breadth of the curriculum;
- Which subject do you need most help with;
- Integrating computer and information technology;
- Making arrangements about Christmas shows, etc.

SECOND TERM JANUARY-FEBRUARY (*meetings reduced to fortnightly*)

- Principal, teacher-tutor and beginning teachers arrange time for class visits. Principal usually visits once this term.
- Teacher-tutor, depending on current role within schools, makes one visit this term.
- Principal, teacher-tutor and beginning teacher agree focus of visits. Follow-up discussions and plans of further action to take place afterwards.
- Completion of Interim Review Report (4.7)

MARCH-APRIL

Meetings this half term tend to focus on the needs of the beginning teachers, depending on progression made and competences achieved. This is an individual programme and time is spent on getting the beginning teachers to evaluate their work and self-review. Also, as the teachers get to know their pupils better, more time is spent on looking at achievement, behavioural and emotional problems of individual children within groups.

- Beginning teachers are helped with making decisions about moving children within groups and helping the SENCO to identify problem children in the class.
- At this stage, most beginning teachers are able to make a valuable contribution to teams working on pupils' achievement, or lack of it.
- Time is also spent on planning more effectively and efficiently.

THIRD TERM MAY-JUNE (*further reduction in meetings*)

At this stage beginning teachers are generally well integrated into school life and feel at ease working with teachers in their year band. Advice is given on preparing reports for the end of year, getting children's books and classroom ready for open night, when parents visit to read reports and look at children's work. The teacher is available for a chat if the parents so wish. Help is given with school trips and safety regulations.

- Continue to build skills; using evaluation skills, in positive ways, to improve performance. Looking towards next year and making decisions about what help/support will be needed and where.

SECTION 4

- Strengths of beginning teachers - how can these be shared with the rest of the staff? If possible arrange for beginning teachers to see others at work, and vice-versa, where good practice is being passed on.
- Principal, teacher-tutor and beginning teachers arrange time for class visits. Principal usually visits again this term.
- Teacher-tutor, depending on current role within schools, makes one visit this term.
- Principal, teacher-tutor and beginning teacher agree focus of visits. Follow-up discussions and plans of further action to take place afterwards.
- Completion of summative report on induction.
- Support with the selection of possible focused activities for EPD.

4.12 Example of a Post-primary School Induction Programme

The focus of this policy is to provide the maximum of support to beginning teachers entering the school. The policy is designed to facilitate both beginning teachers and experienced staff, newly appointed to the school.

Aims

- a.** To provide new staff with an introduction to the aims and values of the school with the intention of creating an awareness of the ethos of the school.
- b.** To introduce new staff to the organisation and administration of the school.
- c.** To introduce new staff to personnel responsible for key duties within the school. In addition, staff will be made aware of the particular approach adopted by the school.
- d.** To provide support for beginning teachers experiencing particular difficulties in settling into a new environment.
- e.** To integrate beginning teachers into the staff with the maximum support available for new personnel.
- f.** To place subject induction schemes within the context of the general school programme, in order to bring clarity and coherence, thus guaranteeing the maximum of support.
- g.** To provide additional support for beginning teachers by addressing key issues in the science of teaching.

Framework for Achieving Aims

Beginning teachers will be provided with a staff handbook which details the aims, organisation and administration of the school. The handbook will constitute the basis of the induction scheme. The aims of the school will be discussed with new staff, during the course of induction meetings. These will be interactive in format, aiming to encourage new staff to participate in and reflect on practice within the school. The frameworks for achieving these aims consist of several components:

- a.** Regular induction meetings attended by the VP and all new staff;
- b.** Induction meetings involving key personnel, responsible for organisational and administrative areas within the school;
- c.** Individual teacher/VP meetings where appropriate;

- d. Individual departmental induction programmes;
- e. Individual teacher/Principal meetings, where appropriate;
- f. ELB induction programme; and
- g. Staff handbook.

Induction meetings are interactive in format, aiming to inform new staff and to encourage reflection on practice. By encouraging staff to analyse our systems, we will promote the exchange of ideas. However, most importantly, it should engender an awareness of acceptance on the part of new staff and lead to an appreciation of belonging to the school.

Induction meetings, involving post-holders in the school, aim to clarify information contained in the staff handbook. The focus of the meetings will aim to develop a friendly but informative approach, clarifying procedures and engendering an appreciation of the rationale for our particular approach. Most importantly, it aims to personalise the organisational arena of the school and encourage healthy debate and discussion of our approach.

Individual teacher/VP meeting aims to address specific issues which may concern teachers. The purpose of these meetings is to individualise the scheme for new staff. It should succeed in tailoring the induction scheme to meet the individual needs of teachers. These meetings are designed to offer additional support.

Individual teacher/Principal meeting aims to enhance the programme and places the scheme in an appropriate managerial context.

The staff handbook is designed as a reference book for all staff, detailing the organisation and administration of the school. The book aims to inform staff of the mechanics of the school organisation, and it acts as an appendix to the induction meetings.

The school induction programme aims to complement and enhance more specific schemes, including the ELB induction scheme. It is necessary that additional schemes are set firmly in the context of the overall school induction programme, in order to create a clarity of approach, which will guarantee the maximum of support for beginning teachers.

Finally, the induction programme must also include an informal component which ensures that support for beginning teachers is built into the fabric of the school. Issues and concerns can be addressed through informal means.

A Programme for policy implementation

Initial Induction Meeting: This meeting is designed to set the tone for the induction programme. Teachers should be made aware of the aims and format of the induction programme. The meeting should examine the aims of the school and the context in which the induction programme takes place. The meeting should also provide beginning teachers with the opportunity to raise their own concerns and how they hope to benefit from the scheme. Examination of the staff handbook should also be made. The bulk of the meeting should address the arrangements for the beginning of term and highlight organisational and administrative tasks facing beginning teachers in the coming weeks. The beginning teacher should be made aware of the:

- pupil register and absentee procedure

SECTION 4

- form class organisation
- the school day
- day one of term - timetable
- school rules
- day one of term - uniform
- capitation fees
- homework diaries
- remainder of day
- staff duty rota
- library supervision
- reprographics
- clerical staff
- technical staff
- staff timetable difficulties
- staff absenteeism and cover
- notice board

Induction Meetings

These will address specific issues throughout the year and will be scheduled on a regular basis. In each meeting the teacher should direct the discussion.

Meeting One - Mid September

This meeting should provide the opportunity to address initial concerns, arising out of the first week of term. It should provide the opportunity for staff to talk and exchange views, which will be an integral part of all future meetings.

Focus of the meeting:

- Pastoral structure;
- Role of the form teacher;
- Discipline;
- Fire drill.

Meeting Two - Mid October

Focus of meeting:

- Role of head of section, liaison with form teachers;
- Role of assistant head of section and subject teachers;
- The role of the progress cards;
- Parents evenings.

Meeting Three - Mid November

Focus of meeting:

- Teacher duty rota;
- Detention system;
- Records of achievement;
- Internal Examination system;
- Reporting system;
- Staff absenteeism and cover.

Meeting Four - Mid December

Focus of meeting:

- Special Events (prize day, open evening, carol service);
- ICT and CLASS systems.

Meeting Five - Mid January

Focus of meeting:

- External examinations;
- Educational visits.

Meeting Six - Mid February

Focus of meeting:

- Sixth form provision facilities/privileges/prefects.

Meeting Seven - End of March

Focus of meeting:

- School magazine;
- Library organisation; rules of library; role of librarian; library service;
- Reporting and assessment.

Meeting Eight - Mid April

Focus of meeting:

- Careers provision; careers education programme; careers guidance programme; careers facilities.

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Meeting Nine - End of May

Focus of meeting:

- Staff development arrangements of staff development;
- Discussions of concerns and evaluation forms.

Meeting Ten - End of June

Focus of meeting:

- Plenary discussion: evaluation of the scheme; improvements; concerns; benefits;
- Discussion on possible focused activities for early professional development.

4.13 **Descriptive Criteria for 'B' Competences at the Induction Stage:**

Understanding the Curriculum, and Professional Knowledge

Competence		Successful Induction	Unsuccessful Induction
1.7 3aBc	Demonstrates understanding of motivation, attitude to schooling and the dynamics of peer group influence in the promotion of effective learning.	The pupils show motivation. They work well with their teacher and peers in an atmosphere of mutual respect and co-operation which promotes effective learning.	The pupils are unmotivated And see little purpose in their work. Relationships between pupil/teacher and pupil/pupil are strained or too relaxed; such relationships hinder effective learning.
1.8 3aBc	Demonstrates knowledge of the principles involved in fostering good discipline.	The teacher has effective control and management of the class(es). The pupils are well behaved and demonstrate self-discipline.	The teacher has ineffective Control and management of the class(es). The pupils are restless or passive and show lack of respect for the teacher.
1.9 2aBc	Demonstrates understanding of the importance of assessment as an integral part of teaching and learning.	The beginning teacher uses Assessment as an integral part of planning, teaching and learning.	The beginning teacher does not recognise the need to use assessment when planning teaching and learning activities.
1.12 1aB	Demonstrates knowledge of the part of the education system in which he or she is working and its relationship to other parts of that system.	The teacher can explain the function of, and relationship between, a variety of educational organisations.	The beginning teacher does not understand the relationships between, and the function of, a range of educational organisations.
1.16 3aBc	Demonstrates knowledge of organisation and management of schools, and the place within these of school policies and development plans.	The beginning teacher knows about the organisation and Management of the school and understands the importance of school policies, the School Development Plan and, in post-primary schools, departmental development plans.	There is a lack of awareness of the organisation and Management of the school and the beginning teacher has yet to understand the importance of school policies, and, in post-primary schools, departmental development plans.

SECTION 4

Competence		Successful Induction	Unsuccessful Induction
1.22 2aBc	Demonstrates knowledge of the range of resources available to support the curriculum.	The beginning teacher makes effective use of a wide range Of resources to support pupil learning, including visual aids and education technologies.	The range of resources is not always provided and/or are not appropriate to the objectives of the lesson. The quality of visual aids is ppor and there is no attempt to make use of education technologies.
2.8 4aB	Uses an appropriate combination of thematic and subject approaches.	The beginning teacher makes use of a range of teaching/learning methods appropriate to the situation. This includes thematic and/or subject approaches, as appropriate.	The beginning teacher places excessive emphasis on one teaching method or uses a restricted range of approaches.

Teaching Strategies and Techniques, and Classroom Management

Competence		Successful Induction	Unsuccessful Induction
3.1 4aBc	Plans and employs a wide range of teaching strategies appropriate to the age, ability, interests, experiences and Attainment level of the pupils and to the objectives of each lesson.	When planning for learning the beginning teacher takes account of the diversity of talents, special needs and cultural differences.	Planning takes little account of the diversity of talents, special needs and cultural differences.
3.3 3aBc	Demonstrates awareness of individual differences among children - the uniqueness of each child - the needs which arise from these.	Over time, beginning teachers make use of a wide range of teaching/learning approaches which meet the needs of individual pupils (including the gifted and lower attaining Pupils). These approaches take account of the uniqueness of the child, Including age, ability, interests, experiences and previous achievements.	The beginning teacher relies on a narrow range of teaching and learning approaches; insufficient account is taken of the needs of individuals or groups of pupils. These approaches take little account of the uniqueness of the child, including age, ability, interests, experiences and previous achievements.
3.4 4aBc	Take account of pupils' diversity of talents.		
3.5 4aBc	Is able to recognise pupils' special needs and provides appropriately for these.		
3.6 4aBc	Takes account of cultural differences among children.		
3.11 4aBc	Encourage pupils to develop powers of observation and enquiry.		
3.12 3aBc	Creates appropriate problem-solving situations in which pupils can exercise newly acquired skills.	The beginning teacher organises learning activities Which stimulate and maintain the pupils' attention and involvement. These activities are designed to challenge and develop the pupils' powers of Observation and enquiry. The activities also provide opportunities for the pupils to apply their newly-acquired Skills to problem-solving situations and to develop the key skills of communication, application of number and Information and communication technology.	The learning activities do not stimulate learning, and are undemanding. There are few opportunities for pupils to apply their newly-acquired skills to problem-solving situations. Little attention is given to the development of pupils' key skills of communication, application of number and information and communication technology.
3.14 4aBc	Captures and maintains pupils' attention, interest and involvement.		
3.21 3aBc	Uses information technology to enhance children's learning.		

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Teaching Strategies and Techniques, and Classroom Management

Competence		Successful Induction	Unsuccessful Induction
3.22 4aBc	Deploys a range of strategies to create and maintain a purposeful, orderly safe and appropriate environment for learning.	The beginning teacher establishes, over time, a stimulating, learning environment and ensures that It is purposeful, orderly and safe.	The beginning teacher makes little effort to establish a stimulating learning environment.
3.23 4aBc	Establishes good classroom rapport by providing a pleasant, psychologically secure and stimulating environment in which each pupil may progress, grow in confidence and develop a positive self-image.	Good relationships exists within the classroom, and the beginning teacher encourages the pupils to value one another, expressing their own views while appreciating the views of others. The beginning teacher's expectations are realistically high and the pupils Understand what is expected of them.	More attention needs to be paid to creating and maintaining a purposeful, orderly and safe environment. Relationships are strained and the pupils do not show consistent respect for one another.
3.24 4aB	Establishes clear rules and expectations for pupil behaviour.	The pupils' self-confidence and self-esteem are enhanced by the teacher's response to their work. The pupils are at ease, are well-behaved and demonstrate self-discipline. Learning, as an enjoyable activity, is nurtured by the beginning teacher.	The beginning teacher's expectations are too low and are not understood by the pupils. No significant attempts are made to promote the development of the pupil's self-confidence and self-esteem. Praise is rarely used. The beginning teacher Accepts restless and passive behaviour. The pupils see no purpose in, and do not enjoy, their learning.

Teaching Strategies and Techniques, and Classroom Management

Competence		Successful Induction	Unsuccessful Induction
		The beginning teacher employs strategies to deal with pupil behaviour. These strategies reflect the policy of the school. The beginning teacher recognises the need to pre-empt inappropriate pupil behaviour by establishing clear rules and expectations, and planning lessons which motivate and are relevant to the pupils' everyday lives. Help and support is sought at an early stage.	The beginning teacher struggles to deal with inappropriate pupil behaviour. The strategies employed may not reflect the policy of the school. There is little evidence of an attempt to establish and reinforce clear rules and expectations. The lessons do not motivate the pupils. The beginning teacher does not look for, or recognise, help and support.
3.25 5aB	Pre-empts inappropriate pupil behaviour and confrontation.		
3.26 5aB	Deals with inappropriate pupil behaviour, within the policy of the school, by an appropriate use of investigation, counselling, academic help, rewards and punishments.		
3.27 4aBc	Manages his or her own time and that of the pupils effectively.	Planning takes account of timing, ensures that teaching methods are suitable for the time available, and allows pupils to complete their tasks.	Planning takes little account of timing, too little or too much is attempted. As a consequence, some pupils are unable to cope with their work, or achieve a low level of success.
3.28 4aBc	Manages space effectively through awareness of a variety of classroom layouts.	The beginning teacher manages space effectively through an awareness of a variety of classroom layouts. The effectiveness of layouts are evaluated and used for future activities.	The beginning teacher does not consider the variety of classroom layouts which may be appropriate to the activity.
3.29 5aB	Is able to make effective use of non-teaching staff.	The beginning teacher recognises the support of non-teaching staff and begins to develop its effective use over time.	The beginning teacher does not recognise the contribution of non-teaching staff and makes little effort to include their contribution.
3.30 5B	Seeks advice when necessary.	As a reflective practitioner, the beginning teacher seeks advice regularly.	The beginning teachers rarely engages in self-appraisal and critical evaluation of his/her work and does not seek, or see the need for, advice.

SECTION 4

Assessment and Recording of Pupil's Progress

Competence		Successful Induction	Unsuccessful Induction
4.2 3aBc	Assesses and records pupils' performance in a systematic manner, using attainment targets and level descriptions where applicable.	The beginning teacher carries out systematic assessment of pupil learning. The pupils understand what is expected of them. The teacher provides constructive feedback and ensures that weaknesses are addressed in future lessons.	The beginning teacher shows little assessment of pupils learning and the teacher provides pupils with insufficient feedback. Assessment does not influence future planning.
4.4 3aB	Uses different methods of assessment as appropriate in order to monitor the progress of individual children.	The beginning teacher understands the range of assessment techniques and selects from them as appropriate to the context, in order to monitor the progress of individual pupils.	The beginning teacher uses a narrow range of assessment techniques which are not always appropriate to the context. Little effort is made to monitor the progress of individual pupils.
4.5 5Bc	Participates in moderation procedure within the school	The beginning teacher is actively involved in professional discussions about the standard of pupils' work across a year group, including curriculum levels where appropriate. The outcomes of these discussions impinges upon future assessment.	The beginning teacher makes little contribution to the discussion regarding the standard of pupils' work. The outcomes of these discussions have little impact on future assessment.
4.6 5B	Demonstrates an awareness of children's extra-curricular achievements.	The beginning teacher shows interest in and knowledge of the achievements of individual pupils outside the statutory curriculum.	The beginning teacher does not recognise the need to be aware of the achievements of individual pupils outside the statutory curriculum.
4.9 4aB	Encourages pupils to play a positive part in their own assessment.	The beginning teacher encourages pupils to play a positive part in their own assessment and provides opportunities for this. The pupils share an understanding of what is expected of them.	The beginning teacher does not encourage the pupils to play a part in their own assessment. There are few opportunities for this. The pupils do not understand what is expected of them.

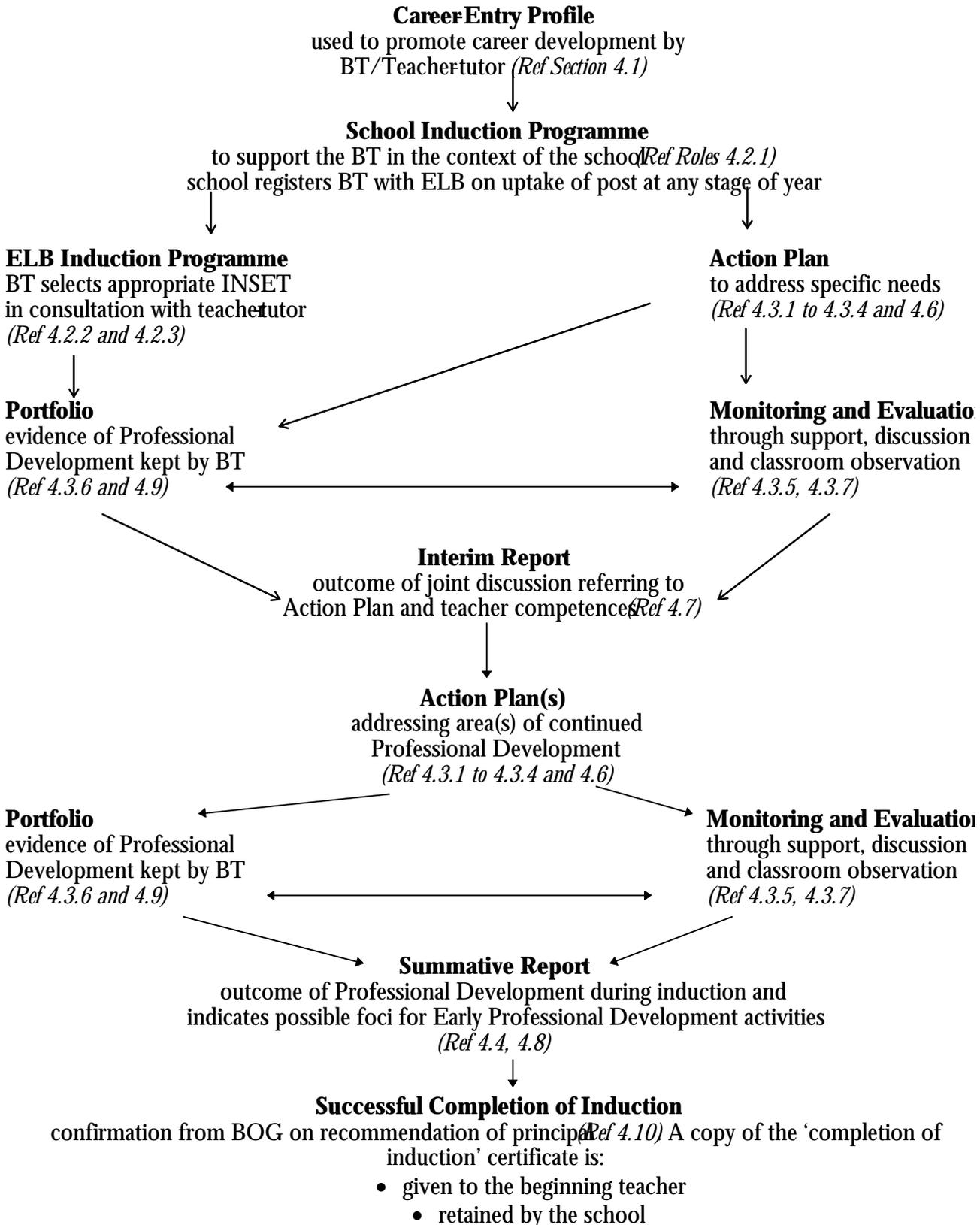
Assessment and Recording of Pupil's Progress (continued)

Competence		Successful Induction	Unsuccessful Induction
4.10 4Bc	provides helpful reports to parents on their children's progress.	The beginning teacher provides constructive feedback to parents through the marking of the pupils' work and the established communication procedures of the school, such as parent/teacher meetings, reports, etc. The information and comments strengthen the partnership between home and school and encourage parents to support improvement.	The regular marking of pupils' work does not give constructive feedback to parents. Formal reports to parents are superficial, too detailed, or less than sensitive. The information provided to parents about their children's progress is insufficient to enable parents to support improvement.
4.11 4aBc	Identifies and assesses pupils' special educational needs in accordance with the Code of Practice.	Through regular monitoring, the beginning teacher identifies pupils special educational needs and seeks assistance of expertise within the school. Assessment of needs is carried out in accordance with school policy and the Code of Practice.	The beginning teacher does not attempt to identify pupils' special educational needs. Expert support and guidance from within the school is not sought. Assessment of needs is not carried out in accordance with the school policy and the Code of Practice.

Foundation for Further Professional Development

Competence		Successful Induction	Unsuccessful Induction
5.1 5aBc	Accepts and undertakes the pastoral responsibilities of a teacher.	The beginning teacher demonstrates an awareness of their pastoral responsibility as an integral part of teaching and learning. The beginning teacher encourages the pupils to take pride in their work and have high standards of presentation. The pupils' self-esteem is enhanced by the teachers response to their work.	The beginning teacher does not accept pastoral responsibility. Insufficient attention is paid to the well-being of individual pupils. The pupils take little pride in their work and there are few attempts to develop the pupils' self-confidence and self-esteem.
5.3 2aBc	Demonstrates knowledge of his or her contractual, legal, pastoral and administrative responsibilities.	The beginning teacher fulfils his/her contractual, legal, pastoral and administrative responsibilities.	The beginning teacher lacks a professional approach to their contractual, legal, pastoral and administrative responsibilities.
5.5 3aB	Demonstrates understanding of how to draw upon sources of professional help and expertise.	The beginning teacher draws upon sources of professional help and expertise, both within and outside the school. He/she takes responsibility for professional development, as an individual, and works with others in a professional manner.	The beginning teacher does not avail of professional help and expertise. The need for ongoing professional development is not recognised and he/she does not work with others in a spirit of collegiality or in a professional way.
5.7 4Bc	Relates effectively with parents.	The beginning teacher accepts the role of parents in the education process. He/she establishes and maintains a constructive relationship with parents and provides regular information on the pupil's progress.	The beginning teacher does not accept the contribution of parents to the education process. He/she makes little attempt to establish a constructive relationship with parents and provide minimum information regarding the pupils' progress.
5.9 3aBc	Contributes to cross-curricular aspects of school work.	The beginning teacher has an understanding of the cross-curricular aspects of school work and integrates the cross-curricular themes and key skills into his/her teaching.	The beginning teacher's understanding of the cross-curricular aspects of school work is inadequate. They lack an awareness of the importance of including the cross-curricular themes and key skills in his/her teaching.

DIAGRAM OF THE VARIOUS STAGES IN THE INDUCTION STAGE



- forwarded to Teachers' Administration and Salaries Branch, Waterside House, 47 Duke Street, Waterside, Londonderry BT47 1FP

Early professional development :
managing and coordinating EPD in schools

5

5. EARLY PROFESSIONAL DEVELOPMENT (EPD): MANAGING AND CO-ORDINATING EPD IN SCHOOLS

5.1 Introduction and objectives of EPD

At the heart of becoming a teacher is, above all else, being a learner - a life-long learner. Only by being a learner will we be able to grow professionally and personally. To learn, one has to ask questions, of oneself and of others, and to know that this process is valued and shared across the school. Reflecting on teaching provides a focus for analysing and developing learning and teaching.

Professional development for teachers is about enhancing pupil learning through:

- increasing professional knowledge;
- becoming increasingly aware of the complexities of the school as a whole;
- seeing teaching as a process which is developed through reflection, and through analysis of pupil learning outcomes;
- exercising responsibility and initiative for learning outcomes, using the teacher competences as a focus for analysing, discussing & developing practice;
- having an open, enquiring mind, and the motivation to improve;
- contributing to an atmosphere of openness in the school by discussing and sharing practice with others;
- building relationships with learners and professional colleagues;
- interacting with a widening network of professionals.

EPD is the third stage of teacher education, of a continuous integrated process which commences with initial teacher education and progresses through the induction stage. EPD is designed to build upon progressive development as a competent teacher and is not a major change of gear. EPD sees the focus of reflection shift from thinking about teaching to thinking about learning, and is designed to ensure that teachers continue to receive the support from within the teaching profession which is characteristic of the best practice of professional development.

Similar to the induction stage (reference 4.3.1), the EPD stage is not an option but an essential part of “further training and professional development” in which all teachers are required to participate. (Reference: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987.) On completion of the induction stage successfully, a beginning teacher should register for EPD on the EPD Website at <http://www.nine.org.uk/beginning-teaching/epd>, and inform the relevant CASS officer in his/her area education and library board.

5.2 EPD: the programme

It is essential that EPD supports the teacher and remains manageable. EPD should focus specifically on the professional development needs of the individual teacher within the context of her/his school.

Two discrete professional development activities (PDAs) comprise the programme of early professional development. Both activities will:

- focus on teaching and learning;
- include educational technology (ET) to support learning.

Each focused activity should engage the teacher in approximately 20 hours of:

- relevant background reading;
- reflective thinking;
- planning.

and, subsequently, following a period of teaching which should not be counted as part of the 20 hours, in

- monitoring,
- reviewing,
- discussing,
- evaluating,
- writing up the work done (through a log of events and a brief evaluative summary) and
- compiling a portfolio of evidence.

Therefore, given two focused activities, EPD activity amounts to 40 hours over two years which is in addition to the relevant teaching sessions. It is strongly recommended that one PDA should be completed in year two of teaching and the other PDA in year three. Exemplars of completed PDA reports and other supportive materials can be viewed at <http://www.nine.org.uk>beginning teaching>epd> and downloaded, as necessary.

5.3 EPD: the process

The beginning teacher should begin the process of reflection by considering his/her professional needs in the context of the school and the class(es) s/he teaches. Note guidance on undertaking and completing PDA later in this section, 5.5 and 5.6. Copies of the PDA and Guidance are at <http://www.nine.org.uk>beginning teaching>epd>.

5.4 Tutorial support for beginning teachers in EPD

The beginning teacher will require advice and support from a number of experienced teachers who have special expertise to offer. It is essential that this advice and support are co-ordinated effectively. EPD should be an integral part of the school's staff development policy.

5.4.1 The principal will need to ensure that there are appropriate arrangements to help the beginning teacher to:

- select appropriate focus for the professional development activities;
- have adequate time for consultation, consideration and review including classroom observation and feedback;
- draw together all sources of evidence;
- prepare and complete the reflective summary;
- ensure quality assurance of the programme;
- confirm the completion of EPD;
- contribute to whole school development

The main responsibilities of the principal are to:

- ensure that the beginning teacher and teacher-tutor have adequate time;
- provide the resources needed for the beginning teacher to engage in the programme;
- raise awareness of the whole staff of their responsibility in the process;
- offer him or herself as a critical friend;
- consider the potential of the programme for whole-school staff development;
- ensure that, if the beginning teacher who is not yet secure in his/her professional role, does not embark on EPD until he/she is ready to do so;
- recommend to the Board of Governors that the beginning teacher has successfully completed the programme and, in the event of any lack of agreement which cannot be resolved within the school, to call on advice from CASS and HEIs, as appropriate, on guidance and interpretation of EPD and its outcomes;
- assist the Inspectorate in the quality assurance of induction and EPD.

5.4.2 The role of teachers in providing tutorial support

The experienced teacher who is providing tutorial support helps the beginning teacher by:

- being a critical friend;
- discussing and agreeing the most appropriate professional development activities;
- ensuring the most appropriate support;
- helping select and evaluate the sources of evidence;
- discussing the evidence collected about pupils' learning and what it reveals about practice in the classroom;
- monitoring the teacher's progress;
- offering suggestions about further development.

The experienced teacher who is providing tutorial support should:

- be an enthusiastic life-long learner who is interested in and committed to the progress of the beginning teacher;
- be an active listener, and open and accepting to ideas presented by the beginning teacher;
- have good personal and professional relationships with the remainder of the staff;
- have high expectations of pupils and of the beginning teacher.

The experienced teacher who is providing tutorial support should:

- set time aside to have discussion with the beginning teacher in an atmosphere of total attention;
- facilitate and manage the beginning teacher's progress through frequent and regular contacts, observation, and feedback on his/her teaching and on the pupils' learning;
- assist the beginning teacher to analyse teaching, set goals, and evaluate;
- monitor the beginning teacher's progress, and help him/her to develop an individual action plan;
- be a firm advocate to all in authority on behalf of the beginning teacher;
- articulate their own good general practice and continuously update their own professional knowledge;

- develop and use a network of contacts, both to enlarge the beginning teacher's experiences and to enable him/her to draw on a range of sources from which to learn;
- increasingly use ICT applications to expand the range of professional possibilities.

5.4.3 *The role of the widening educational network.*

Throughout EPD, the teacher-tutor and beginning teacher will need to have, or develop, good working relationships with a wider professional network. At different stages advice may be required on the PDA which the beginning teacher has planned. The wider educational network provides an audience within which the beginning teacher can report and discuss his or her professional development. Engaging openly and confidently in such a professional debate will itself be regarded as evidence of the emerging competence of the teacher as a reflective practitioner.

This network can comprise:

- other teachers in the school including, for example, heads of department / heads of key stages / subject and cross-curricular theme co-ordinators / special needs co-ordinators, year heads and form teachers; principal and other senior managers;
- other beginning teachers in the immediate area;
- CASS;
- school library service;
- psychology service;
- social services;
- Council for the Curriculum, Examinations & Assessment (CCEA);
- Council for Catholic Maintained Schools (CCMS), if applicable;
- other external agencies, when applicable;
- subject specialists, for example, in other schools, and further and higher education institutions.

5.5 Structure of a Professional Development Activity (PDA)

SECTION A Completed by the beginning teacher

PERSONAL DETAILS

DE Teacher Reference Number
Teacher's Name
Name and Address of School
Name of Main Teacher Tutor
Name of School Principal
PDA 1 or 2
Date of beginning this PDA
My professional needs as a teacher

School Priorities

Departmental or Key Stage Priorities

My Professional Needs in the Context of these Priorities

PDA DETAILS

Phase
Topic
Focus of PDA
Purpose of PDA
Background Information

RELATED COMPETENCES

Understanding of the Curriculum, and Professional Knowledge
Subject Knowledge and Subject Application
Teaching Strategies and Techniques and Classroom Management
Assessment and Recording Pupils' Progress
Foundation for Further Professional Development

NUMBER OF CYCLES

CYCLE 1

PLANNING – CYCLE 1

Class(es)
Pupil(s) or Group(s) of Pupils
Timescale and Relationship with Scheme of Work
Intended Learning Outcomes
Content

Teaching Strategies
Resources including Educational Technology (ET)
Monitoring Learner Progress

- Source of Evidence 1
- Source of Evidence 2
- Source of Evidence 3

Log of Significant Incidents

My plans have been discussed and agreed by

Name

Date

TEACHING AND ASSESSING – CYCLE 1

Evidence of Pupil Progress
Evidence 1
Evidence 2
Evidence 3
Extracts drawn from the Log of Significant Incidents

REVIEW OF TEACHING AND LEARNING – CYCLE 1

Restate the focus of this PDA
State the extent to which you have achieved the focus of your PDA
Restate the purpose of this PDA
State the extent to which you have achieved the purpose of your PDA
What I need to change for the next Cycle?

My plans have been discussed and agreed by

Name

Date

CYCLE 2

PLANNING – CYCLE 2

Class(es)
Pupil(s) or Group(s) of Pupils
Timescale and Relationship with Scheme of Work
Intended Learning Outcomes
Content
Teaching Strategies
Resources including Educational Technology (ET)

Monitoring Learning Progress
Source of Evidence 1
Source of Evidence 2
Source of Evidence 3

Log of Significant Incidents

My plans have been discussed and agreed by

Name _____
Date _____

TEACHING AND ASSESSING – CYCLE 2

Evidence of Pupil Progress
Evidence 1
Evidence 2
Evidence 3
Extracts from the Log of Significant Incidents

REVIEW OF TEACHING AND LEARNING – CYCLE 2

Restate the focus of this PDA
State the extent to which you have achieved the focus of your PDA
Restate the purpose of this PDA
State the extent to which you have achieved the focus of your PDA
State the extent to which you have achieved the purpose of your PDA

If this is your final Cycle go to ‘Reflecting On My Practice’

What I need to change for the next Cycle?

My plans have been discussed and agreed by

Name _____
Date _____

REFLECTING ON MY PRACTICE

DATE OF COMPLETION OF PDA _____

INDEX OF EVIDENCE

5.6 Professional Development Activity: Guidance

SECTION A

Completed by the beginning teacher

PERSONAL DETAILS

DE Teacher Reference Number

Enter your Department of Education Teacher Reference Number here.

Teacher's Name

Enter your full name here.

Name and Address of School

Enter the name and address of the school where you will carry out the PDA

Name of Main Teacher Tutor

Enter the full name of the teacher-tutor who is mainly responsible for your PDA.

Name of School Principal

Enter the full name of the principal of the school where you will carry out the PDA.

PDA 1 or 2

State whether this is your first or second PDA.

The two PDAs should focus on teaching and learning with the inclusion of Education Technology (ET) to support both teaching and learning.

Date of beginning this PDA

Enter here the date you started work on this PDA.

My professional needs as a teacher

School Priorities

Reference here any priorities in the School Development Plan which relate directly to teaching and learning in your classroom

Departmental or Key Stage Priorities

Reference here any priorities set out in your departmental or key stage development plans which relate directly to teaching and learning in your classroom

My Professional Needs in the Context of these Priorities

Identify here the priority which you feel is an appropriate focus for this PDA.

Take account of

*issues raised in your summative report on induction;
school priorities and departmental/key stage priorities;
the needs of the pupil(s) and class(es) which you are responsible for teaching;
other recent staff development e.g. literacy, ICT, numeracy;
if this is your second PDA - issues arising from your first PDA;*

PDA DETAILS

Phase

Enter here the Key Stage, i.e. Nursery, Special, KS1, 2, 3, 4, or post 16.

Topic

State the broad area which matches the focus for your PDA, e.g. behaviour management, mental mathematics, reading fieldwork, etc.

Focus of PDA

Make a precise statement about the intended focus for your PDA. The focus should describe concisely and explicitly what you expect your pupil(s) to achieve as a result of your teaching.

Purpose of PDA

Make a precise statement about the intended purpose for your PDA. The purpose should describe concisely and explicitly how you expect to develop as a teacher, as a result of reflecting on your own practice.

Background Information

Within this section you should find out, as appropriate, information about
your subject
relevant curriculum requirements
appropriate teaching strategies
abilities of the pupil(s)
pastoral issues
classroom management
school policies, etc.

This could be sourced from background reading, expertise of school colleagues and the wider educational community, baseline information in relation to pupils, etc.

When text books, journals, etc. are used their appropriate references should be included, e.g. author, date, title, publisher, pages.

RELATED COMPETENCES

Consideration should be given to the competences set out in the Teacher Education Partnership Handbook, with reference to the small 'c', capital 'C', small 'b' and capital 'B' competences. These should be selected as appropriate to each PDA and will be referred to in the final section 'Reflecting on My Practice'. Competences from all five areas need not be referenced. It is recommended that you focus on no more than six competences in total.

Enter the competences under the appropriate heading

Understanding of the Curriculum, and Professional Knowledge

Subject Knowledge and Subject Application

Teaching Strategies and Techniques and Classroom Management

Assessment and Recording Pupils' Progress

Foundation for Further Professional Development

NUMBER OF CYCLES

Decide how many cycles you plan to carry out in this PDA. Two is the minimum number of cycles although the number will depend on the scale of your activity, class(es), etc. A cycle will usually extend over several weeks in order to facilitate the process of reflection. Each cycle should incorporate more than one lesson. Only in exceptional circumstances should the cycle focus on one lesson.

You may change your mind about the number of cycles as the activity proceeds. For example, you may set out to carry out two cycles, but decide in the light of experience, that three or four may be required. As your plans change, return here and make a brief note of your change of plan, and record the reasons for change under the heading 'Review of Teaching and Learning'

CYCLE 1**PLANNING – CYCLE 1****Class(es)**

Make a factual note of the specific class(es) with whom you intend to carry out this PDA.

For the purpose of Data Protection, do not identify individuals by name.

NB It is recommended that the PDA should focus on the learning taking place within one class. If it is necessary to use two classes to carry out the PDA clear links should be made between the classes in relation to learning, differentiation, teaching and learning strategies, etc. You must keep the focus and purpose of the PDA the same for both/all cycles.

Pupil(s) or Group(s) of Pupils

Make a factual note of the pupil(s) or group(s) of pupils within the class(es) with whom you intend to carry out this PDA.

For the purpose of Data Protection, do not identify individuals by name.

Timescale and Relationship with Scheme of Work

Describe here, explicitly, where the PDA fits into the existing scheme of work/unit of work or plan and over what timescale.

Intended Learning Outcomes

Make a concise statement of the intended learning outcomes for pupils in this cycle.

Content

Briefly outline what you are going to teach within this cycle.

Teaching Strategies

Make a concise note of the teaching strategies you will use in this cycle. You may consider, for example,
the variety of methods used for grouping pupils, e.g. mixed ability/gender, random, interest etc..
peer support
activities to meet the variety of needs e.g. ability and needs of individual pupils
pace and scope of activity matches the time and resources available
encouragement of pupils to extend their skills and knowledge by setting high standards.

Resources including Educational Technology (ET)

Outline the resources you will use to carry out this cycle, e.g. books, classroom visitors, internet, word processing, tapes, CDROMs, video, TV, digital cameras, video conferencing etc.
Clear reference should be made to how the use of ET may enhance pupil learning

Monitoring Learner Progress

Record here the evidence you will collect, using a maximum of three sources, to enable you to monitor the progress of the pupil(s).

You should consider such questions as

how will I know that the pupils have achieved the intended learning outcomes?

what evidence, including assessment evidence, should I collect to help me make a judgement about what is happening?

how will I collect the evidence?

will I have the evidence to know the extent to which I was successful and how will this inform my thinking in the next cycle?

The evidence should help demonstrate the extent to which the

focus

purpose

intended learning outcomes

have been achieved.

Evidence may be collected from a number of sources.

One source of evidence should be observation and written feedback from critical friend(s). for example, principal, teacher tutor, head of department/key stage co-ordinator, other teachers and/or educational professionals.

Other sources of evidence could include

lesson plans and schemes of work

observation/written assessments of pupil learning

audio and video tapes of teaching

pupils' work

teaching materials (commercial and those individually designed)

pupil feedback e.g. recorded interviews and/or questionnaires

photographs

1) Source of Evidence 1

State clearly the first source of evidence

2) Source of Evidence 2

State clearly the second source of evidence

3) Source of Evidence 3

State clearly the third source of evidence

You should retain the evidence you collect and use to review each cycle.

Log of Significant Incidents

You should also keep a log of significant incidents. This should describe significant incident(s) which, good, bad or unexpected, challenge you to think more critically about pupil learning and your role in the learning process.

My plans have been discussed and agreed by

Name

This person may be the principal, vice principal, main teacher tutor, key stage co-ordinator, head of department or other designated member of staff.

Date

The next stage of the process is dependent on the discussion with and agreement of the above.

TEACHING AND ASSESSING – CYCLE 1**Evidence of Pupil Progress**

Make a record of the observations and evidence about pupil progress which will be used as a basis for reflecting on your teaching. (Refer to the sources of evidence listed in the previous section.)

Evidence 1

Evidence 2

Evidence 3

Extracts drawn from the Log of Significant Incidents

Describe significant incident(s) which good, bad or unexpected, challenged you to think more critically about pupil learning and your role in the learning process.

REVIEW OF TEACHING AND LEARNING – CYCLE 1

Restate the focus of this PDA

State the extent to which you have achieved the focus of your PDA

Taking account of the evidence available, outline the extent to which your focus has been achieved, what may not have been achieved and why.

The intended learning outcomes should be used as the basis for reviewing and reflecting on pupil learning. Comment on the effectiveness of the strategies employed. Reference should be made to the effectiveness or otherwise of the use of ET.

Restate the purpose of this PDA

State the extent to which you have achieved the purpose of your PDA

Taking account of the evidence available, outline the extent to which your purpose has been achieved, what may not have been achieved and why.

Reflect on the effectiveness of your role in managing the learning process including reference to the management of ET.

What I need to change for the next Cycle?

NB This should be discussed and agreed with your teacher-tutor or other appropriate colleague.

Taking account of the extent to which you achieved your focus and purpose, outline what changes you plan to make in the next cycle to improve pupil learning

My plans have been discussed and agreed by

Name

This person may be the principal, vice principal, main teacher tutor, key stage co-ordinator, head of department or other designated teacher)

Date

The next stage of the process is dependent on the discussion with and agreement of the above.

CYCLE 2

*Remember it is recommended that the PDA should focus on the learning taking place within one class. If you have found it necessary to use another class to carry out the PDA you must make clear links with the previous class in relation to learning, with reference to differentiation, teaching and learning strategies etc.
You must keep the focus and purpose of the PDA the same for both/all cycles.*

PLANNING – CYCLE 2

Class(es)

Make a factual note of the specific class(es) with whom you intend to carry out this second cycle.

For the purpose of Data Protection, do not identify individuals by name.

Pupil(s) or Group(s) of Pupils

Make a factual note of the pupil(s) or group(s) of pupils within the class (es) with whom you intend to carry out this PDA.

For the purpose of Data Protection, do not identify individuals by name.

Timescale and Relationship with Scheme of Work

Describe here, explicitly, where this cycle fits into your scheme of work/unit or plan and over what timescale.

Intended Learning Outcomes

Make a concise statement of the intended learning outcomes for pupils in this cycle.

Content

Briefly outline what you are going to teach within this cycle.

Teaching Strategies

*Make a concise note of the teaching strategies you will use in this cycle. You may consider, for example,
the variety of methods used for grouping pupils, e.g. mixed ability/gender, random, interest, etc..
peer support
activities to meet the variety of needs e.g. ability and needs of individual pupils
pace and scope of activity matches the time and resources available
encouragement of pupils to extend their skills and knowledge by setting high standards.*

Resources including Educational Technology (ET)

*Outline the resources you will use to carry out this cycle e.g. books, classroom visitors, internet, word processing, tapes, CDROMs, video, TV, digital cameras, video conferencing etc.
Clear reference should be made to how the use of ET will enhance pupil learning*

Monitoring Learner Progress

Record here the evidence you will collect, using a maximum of three sources, to enable you to monitor the progress of the pupil(s).

You should consider such questions as

how will I know that the pupils have achieved the intended learning outcomes?

what evidence, including assessment evidence, should I collect to help me make a judgement about what is happening?

how will I collect the evidence?

will I have the evidence to know the extent to which I was successful and how this will inform my thinking in the next cycle?

*The evidence should help demonstrate the extent to which the
focus
purpose*

*and intended learning outcomes
have been achieved.*

Evidence may be collected from a number of sources.

One source of evidence should be observation and written feedback from critical friend(s) (e.g. principal, teacher tutor, head of department/key stage co-ordinator, other teachers and/or educational professionals)

Other sources of evidence could include

lesson plans and schemes of work

observation/written assessments of pupil learning

audio and video tapes of teaching

pupils' work

teaching materials (commercial and those individually designed)

pupil feedback (e.g. recorded interviews) and/or questionnaires

photographs

Source of Evidence 1

State clearly the first source of evidence

Source of Evidence 2

State clearly the second source of evidence

Source of Evidence 3

State clearly the third source of evidence

You should retain the evidence you collect and use to review each cycle.

Log of Significant Incidents

You should also keep a log of significant incidents.

This should describe significant incident(s) which, good, bad or unexpected, challenge you to think more critically about pupil learning and your role in the learning process.

My plans have been discussed and agreed by

Name

This person may be the principal, vice principal, main teacher tutor, key stage co-ordinator, head of department or other designated member of staff.

Date

The next stage of the process is dependent on the discussion with and agreement of the above.

TEACHING AND ASSESSING – CYCLE 2

Evidence of Pupil Progress

Make a record of the observations and evidence about pupil progress which will be used as a basis for reflecting on your teaching (Refer to the sources of evidence listed in the previous section).

Evidence 1

Evidence 2

Evidence 3

Extracts drawn from the Log of Significant Incidents

Describe significant incident(s) which, good, bad or unexpected, caused you to think more critically about pupil learning and your role in the learning process.

REVIEW OF TEACHING AND LEARNING – CYCLE 2

Restate the focus of this PDA

State the extent to which you have achieved the focus of your PDA

Taking account of the evidence available, outline the extent to which your focus has been achieved, what may not have been achieved and why.

The intended learning outcomes should be used as the basis for reviewing and reflecting on pupil learning. Comment on the effectiveness of the strategies employed. Reference should be made to the effectiveness or otherwise of ET.

Restate the purpose of this PDA

State the extent to which you have achieved the purpose of your PDA

Taking account of the evidence available, outline the extent to which your purpose has been achieved, what may not have been achieved and why.

Reflect on the effectiveness of your role in managing the learning process including reference to the management of ET.

If this is your final cycle go to 'Reflecting On My Practice'
--

What I need to change for the next Cycle

(Only complete this section if you are proceeding to another cycle.)

NB This should be discussed with and agreed with your teacher-tutor or other appropriate colleague.

Taking account of the extent to which I achieved my focus and purpose, outline what changes you plan to make in the next cycle to improve pupil learning

My plans have been discussed and agreed by

Name

This person may be the principal, vice principal, main teacher tutor, key stage co-ordinator, head of department or other designated member of staff.

Date

The next stage of the process is dependent on the discussion with and agreement of the above.

If you are carrying out further cycles cut and paste (and re-number) the sections

Planning

Teaching and Assessing

Review of Teaching and Learning

REFLECTING ON MY PRACTICE

This section should draw together your main findings with reference to supporting evidence and your logs of significant incidents. (You should refer to the 'Review of Teaching and Learning' for both/all cycles.)

Clarify precisely the extent to which the **focus** and **purpose** have been achieved.
Use the following questions for guidance.

- 1 What has this highlighted about pupil learning?
- 2 How has this influenced your professional values? (Reference - Teacher Education Partnership Handbook Section 2.1)
- 3 How did the background information challenge and extend your thinking about teaching and learning?
- 4 How did discussions with teacher tutors and other colleagues
 - encourage you to use alternative approaches
 - challenge your practice
 - develop you as a member of a team?
- 5 To what extent do you feel you have developed in relation to the stated related competences?
- 6 How will the learning from this PDA influence your future classroom practice?
- 7 What area(s) of development has (have) been highlighted through this activity which you may address in the future?

DATE OF COMPLETION OF PDA

INDEX OF EVIDENCE

You should retain the evidence you collected and used to review each cycle.

SECTION B

To be completed by the school

Quality Assurance of the Professional Development Activity

This section should be completed by the Principal in joint discussion with the beginning teacher and the teacher tutor.

Please comment on each of the statements below.

- 1 The focus and purpose of the PDA were clearly stated.
- 2 The professional needs of the teacher were clearly identified and, if appropriate, related to the school's priorities, key stage/departmental priorities.
- 3 The planning was appropriate.
- 4 The competences were related to the focus and purpose.
- 5 The teacher used appropriate sources of evidence in order to review pupil learning.
- 6 Planning and practice were reviewed at the end of each cycle and modified appropriately to meet pupil needs.
- 7 The teacher in the 'Reflecting On My Practice' made reference to all the sections referred to in the Guidance.
- 8 Throughout the EPD process, the beginning teacher's skills as a critical reflective practitioner has been encouraged and developed through a process of professional dialogue with other members of staff.

Principal's Signature _____

Date _____

5.7 Quality Assurance of the PDAs

The teacher tutor in particular, and the school, as a whole, need to be able to verify that the beginning teacher is developing as a skilful and reflective practitioner. The PDA structure allows the teacher-tutor to record their agreement at key points in the process. The completed PDAs, together with the supporting evidence will provide an important source of evidence for quality assurance, both from within the school by the senior management and externally by the Inspectorate. Section B of the PDA - Guidance (Reference 5.6) sets out statements to assist with quality assurance.

5.8 Completion of the EPD Process

Successful completion of each PDA will be jointly agreed and affirmed by the beginning teacher and the school. The Board of Governors will, on the recommendation of the principal, confirm successful completion. (Reference 5.11)

5.9 Accrediting Early Professional Development

Work done on PDAs may receive credit towards post-graduate courses at Queens' University, University of Ulster, the Open University, St. Mary's University College, and Stranmillis University College. If interested in accreditation, beginning teachers and those who have completed EPD successfully should contact the universities directly. Teacher-tutors may also apply for accreditation.

5.10 Confirmation of completion of professional development activity

<name of EPD teacher and Teacher Reference number> commenced the <first/second> Professional Development Activity on <start date> and completed it on <end date> .

This activity focused on and enabled the teacher to reflect his/her effectiveness in relation to Educational Technology was included in order to.....

The teacher was supported, within the school, by:

1. <name> <status>
2. <name> <status>
3. <name> <status>

who provided quality assurance for Early Professional Development as outlined in Section 5.6 of the Teacher Education Partnership Handbook, Professional Development Activity: Guidance Section B - Quality Assurance of the PDA.

Signed: <principal>

Date: <date>

5.11 Wording to confirm the completion of EPD

The Board of Governors confirms, on the recommendation of the principal, that *(name of beginning teacher, Teacher's Reference Number)* has successfully completed Early Professional Development.

The first Professional Development Activity focused on and enabled the teacher to reflect his/her effectiveness in relation to Educational Technology was included in order to..... This PDA was completed between *(date)* and *(date.)*

The second Professional Development Activity focused on and enabled the teacher to reflect his/her effectiveness in relation to Educational Technology was included in order to..... This PDA was completed between *(date)* and *(date.)*

The completed Professional Development Activities are available to the Board of Governors.

The beginning teacher was supported within the school, by;

1. *(name)* *(status)*
2. *(name)* *(status)*
3. *(name)* *(status)*

who provided quality assurance for Early Professional Development as outlined in Section 5.6 of the Teacher Education Partnership Handbook, Professional Development Activity: Guidance Section B - Quality Assurance of the PDA.

Copies of this letter have been:

- ⇒ given to the beginning teacher;
- ⇒ sent to Teachers' Administration and Salaries Branch, Waterside House, 75 Duke Street, Londonderry BT47 1FP;
- ⇒ retained by the school.

Signature *(Principal)*

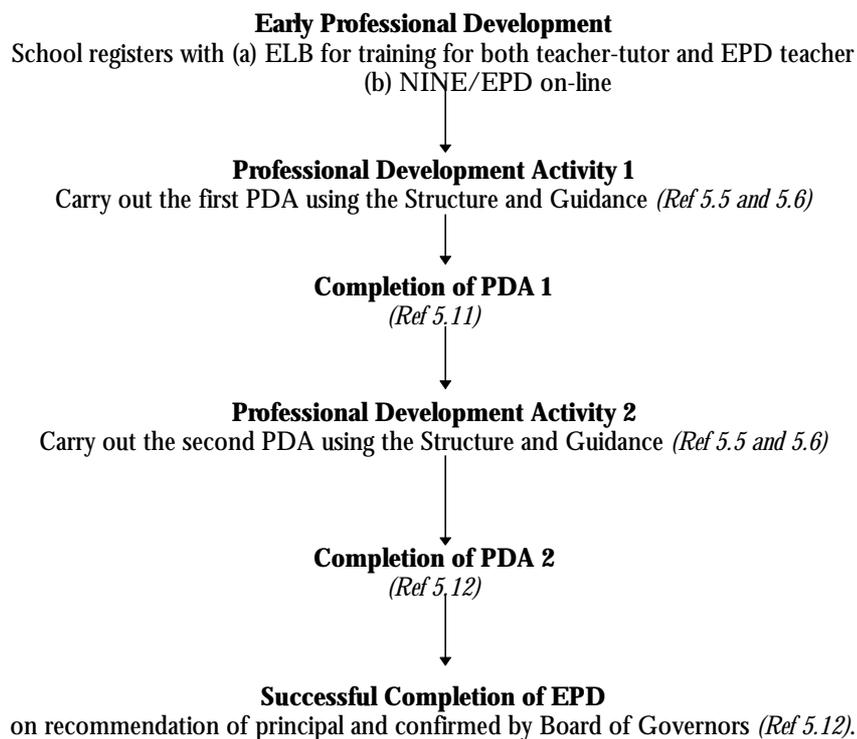
Date

Signature *(Chairman, on behalf of the Governors)* of *(school name)*

Date

5.12

DIAGRAM OF THE VARIOUS STAGES IN THE EARLY PROFESSIONAL DEVELOPMENT STAGE



A copy of the 'completion of EPD' certificate is:

- given to the beginning teacher
 - retained by the school
- forwarded to Teachers' Administration and Salaries Branch, Waterside House, 47 Duke Street, Waterside, Londonderry BT47 1FP

References refer to the Teacher Education Partnership Handbook.



Further information

6

6.1 Acknowledgments

The Northern Ireland Teacher Education Committee and the Committee for Early Professional Development thank all those in schools, the education and library boards and in the higher education institutions who have contributed to the preparation of approaches, materials and procedures for the Teacher Education Partnership, including:

I Acheson	<i>Brooklands Primary School, Dundonald</i>	D Doherty	WELB
J Alexander	<i>Queen's University of Belfast</i>	H Doherty	WELB
F Anderson	<i>Ashlea Primary School, Londonderry</i>	C Donnelly	WELB
J Anderson	DENI	E Donnelly	SELB
P Anthony	<i>St Mary's College</i>	F Donnelly	<i>Good Shepherd Primary School, Dunmurry</i>
S Barr	WELB	R Doogan	<i>St Mary's High School, Limavady</i>
C Barton	SELB	U Dougherty	<i>Down Academy, Downpatrick</i>
L Bell	<i>Dunclug High School, Ballymena</i>	F Douglas	<i>Edenderry Primary School, Portadown</i>
D Black	DENI	C Dunbar	<i>Stranmillis College</i>
S D Black	NEELB	B Edwards	<i>Downshire School, Carrickfergus</i>
P Bowman	<i>St Joseph's Primary School, Lisburn</i>	L Elwood	<i>Belfast Model School for Boys</i>
C Bowring-Carr	<i>Open University</i>	B Erwin	<i>Stranmillis College</i>
H Boyd	<i>Open University</i>	B Evans	WELB
M Boyle	WELB	S Evans	SEELB
P Boyle	<i>St Peter's High School, Londonderry</i>	R Ewart	<i>Belfast High School</i>
S Bray	<i>St Peter's High School, Londonderry</i>	E Ferguson	NEELB/NITC
E Brown	<i>Drumragh College, Omagh</i>	E Ferguson	<i>Ballymagee Primary School, Bangor</i>
M Brown	NEELB	J Ferguson	<i>Stranmillis College</i>
P Browne	<i>Friends School, Lisburn</i>	L Ferguson	NEELB
L Bullock	SELB	S Finlay	SELB
B Burgess	<i>University of Ulster</i>	T Flynn	<i>St Patrick's Primary School, Dungannon</i>
G Cameron	<i>Templemore High School, Londonderry</i>	T Gallagher	<i>Queen's University of Belfast</i>
J Campbell	<i>St Mary's College</i>	J Gardner	<i>Queen's University of Belfast</i>
S Cardwell	SELB	H Getgood	<i>Ballycarrickmaddy Primary School, Lisburn</i>
P Carlin	<i>St Anne's Primary School, Londonderry</i>	R Glasgow	<i>Spa Primary School</i>
V Caterson	<i>St Caireall's Primary School, Castlederg</i>	H Gourley	SEELB
L Caul	<i>Stranmillis College</i>	H Graham	<i>Tullycarnet Primary School, Dundonald</i>
M Clement	WELB	R Greenwood	<i>Stranmillis College</i>
M Clifford	WELB	B Harper	<i>Dunluce High School, Bushmills</i>
R Coffey	<i>Down High School</i>	D Harper	WELB
J Cogger	<i>Sydenham Infants School, Belfast</i>	S Harpur	WELB
S Cole	<i>Castle High School, Belfast</i>	A Harris	BELB
J Colgan	CCMS	H Harrison	BELB
D Creighton	SEELB	B Hartop	<i>University of Ulster</i>
R Cromie	<i>Stranmillis College</i>	V Hassan	NEELB
E Cuning	BELB	P Hewitt	NEELB
P Curran	SELB	J Houston	<i>Hazlewood Integrated Primary School, Newtownabbey</i>
A Curry	<i>Stranmillis College</i>	N Hunter	BELB
D Curry	<i>Oakwood Special School, Belfast</i>	L Jackson	<i>Orangefield High School, Belfast</i>
M Curry	<i>Down High School</i>	H Johnston	<i>Downshire School, Carrickfergus</i>
J Dallat	<i>University of Ulster</i>	H Kearns	<i>Stranmillis College</i>
L Daly	WELB	V Kelly	SELB
S Dean	SEELB	Ana Kerr	BELB
M Devine	NEELB	B Keys	<i>St Columb's College, Derry</i>
A Dines	<i>Cambridge House Girls Grammar School, Ballymena</i>	J Kidney	<i>Orangefield Primary School, Belfast</i>

R Kilpatrick	<i>Queen's University of Belfast</i>	A Nolan	WELB
M Knox	<i>Drumcree College, Portadown</i>	S O'Brien	<i>St Mary's Grammar School, Magherafelt</i>
L Kwasniewska	WELB	Fr M O'Callaghan	<i>St Mary's College</i>
R Leitch	<i>Queen's University of Belfast</i>	M O'Doherty	<i>University of Ulster</i>
J Logan	NEELB	S O'Doherty	<i>St Mary's College</i>
B Lynas	<i>Ballee Community College, Ballymena</i>	B O'Neill	<i>University of Ulster</i>
H Lyons	<i>Strabane High School</i>	B O'Neill	BELB
C McAlister	NEELB	C O'Reilly	NEELB
J McAlister	<i>Faughan Valley High School, Londonderry</i>	D O'Reilly	<i>St Mary's College</i>
P McAlister	SEELB	D O'Reilly	WELB
F McAree	<i>St Mary's Primary School, Dungannon</i>	R Pearson	SELB
A McAuley	NEELB	P Prior	<i>Mallusk Primary School</i>
M McCallion	WELB	C Quinn	<i>St Mary's Primary School, Banbridge</i>
R McCartney	<i>Open University</i>	F Quinn	<i>St Mary's College</i>
S McCaul	WELB	M Quinn	<i>St Joseph's Primary School, Carryduff</i>
A McClune	<i>Gilnahirk Primary School, Belfast</i>	C Reid	<i>Stranmillis College</i>
B McClune	<i>Queen's University of Belfast</i>	J Reid	<i>Strabane High School</i>
C McCooe	<i>St John's Primary School, Gilford</i>	D Reynolds	<i>Stranmillis College</i>
T McConville	<i>Newry & Kilkeel College of F.E</i>	A Rice	<i>St Mary's College</i>
A McCormick	SELB	N Richardson	<i>Stranmillis College</i>
A McCully	<i>University of Ulster</i>	C Robinson	<i>Stranmillis Primary School, Belfast</i>
H McEvoy	<i>St Vincent de Paul, Belfast</i>	E Ruddock	SEELB
G McGreavey	BELB	A Scott	<i>St Malachy's High School, Antrim</i>
B McIlkenny	<i>Stranmillis College</i>	W Scott	BELB
V McIver	DENI	E Sedgewick	<i>Glenwood Primary School, Belfast</i>
E McKendry	<i>St Mary's College</i>	G Shiells	<i>Cookstown High School</i>
B McLaughlin	<i>Slievemore Primary School, Londonderry</i>	L Siberry	<i>Stranmillis College</i>
H McLean	SELB	R Skeffington	<i>St Peter's Primary School, Belfast</i>
S McKillop	BELB	E Skelton	<i>St Colmille's Primary School, Downpatrick</i>
H McMahan	<i>University of Ulster</i>	P Sloan	DENI
R McMinn	<i>Stranmillis College</i>	A Smith	<i>University of Ulster</i>
J McMullan	<i>St Anne's Primary School, Belfast</i>	P Smith	SEELB
M McNicholl	NEELB	A Smyth	WELB
S McWilliams	<i>Stranmillis College</i>	B Steele	BELB
V Macartney	<i>Camaghts Primary School, Ballymena</i>	R Stevens	SEELB
B Maguire	<i>St Comgall's Secondary School, Lame</i>	J Taggart	<i>Knockbreda High School, Belfast</i>
S Maguire	SEELB	L Taylor	DENI
C Mark	<i>Belfast Model School for Girls</i>	W Taylor	NITEC
J Martin	WELB	D Thompson	<i>Regent House School, Newtownards</i>
Y Mathers	<i>Jones Memorial Primary School, Enniskillen</i>	H Thompson	NEELB
M Millerick	<i>St Mary's College</i>	W Thompson	<i>Queen's University of Belfast</i>
D Mitchell	<i>Stranmillis College</i>	J Tiernan	<i>St Mary's Primary School, Belfast</i>
P Mitchell	SELB	E Tinneny	SEELB
M Molloy	<i>St Mary's College</i>	A Toner	<i>St Patrick's and St Brigid's High School, Claudy</i>
T Monaghan	<i>St Columbanus' College, Bangor</i>	T Vance	<i>Stranmillis College</i>
M Montgomery	BELB	S Wallace	<i>Parity Solutions, Ireland Ltd</i>
E Mooney	SELB	E Ward	<i>St Patrick's High School, Lisburn</i>
S Moore	<i>Park School, Belfast</i>	M Watson	<i>Stranmillis College</i>
A Moran	<i>University of Ulster</i>	M Watson	BELB
P Morrow	<i>Donaconey Primary School</i>	R Watterson	WELB
J Mullan	<i>Foyle and Londonderry College</i>	G Whitten	BELB
B Mullin	WELB	M Wilcox	BELB
H Neill	<i>Dromore High School</i>	M Williams	WELB
J Neill	WELB	M Wilson	<i>Clough Primary School</i>
C Niven	<i>Faughan Valley High School, L'derry</i>	M Wilson	<i>Park Education Resource Centre, Belfast</i>
A Nixon	SEELB	F Woods	<i>St Mary's Christian Brothers Grammar School, Belfast</i>

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