Northern Ireland
Beginning Teacher Programme

Teacher Tutor
Resource Book
# TEACHER TUTOR RESOURCE BOOK CONTENT

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FOREWORD

This resource book is designed as a reference guide for Teacher Tutors who support Beginning Teachers through the Northern Ireland Induction and Early Professional Development Programme.

The information on Induction and Early Professional Development relates to that contained within the ‘Teacher Education Partnership Handbook’ (TEPH) (DE)\(^1\) which is aligned with the GTCNI Teacher Competences and Code of Values and Professional Practice, as set out in the publication ‘Teaching: the Reflective Profession’ (GTCNI, June 2007)\(^2\).

This resource also takes account of several other important publications, not least the ETI’s Evaluation Report on the Induction Programme for Beginning Teachers (Nov 2011)\(^3\), the Department of Education’s publication ‘Teacher Education in a Climate of Change: the Way Forward’ (June 2010)\(^4\) and its school improvement policy, ‘Every School A Good School’ (April 2009)\(^5\), all of which impact on the Induction and Early Professional Development programme in Northern Ireland.

Education Authority Induction and EPD Team

Website: www.education-support.org.uk/teachers/induction-epd/  
Contact Details: www.education-support.org.uk/teachers/induction-epd/contact-details-induction-epd/  

\(^1\) http://www.deni.gov.uk/index/school-staff/teachers-professional-development/teacher-education-partnership-handbook.htm  
\(^2\) http://www.gtcni.org.uk  
\(^3\) http://www.etini.gov.uk/index/surveys-evaluations/  
\(^4\) http://www.deni.gov.uk/teacher_education_in_a_climate_of_change_-_the_way_forward_-_english_version.pdf  
\(^5\) http://www.deni.gov.uk/every_school_a_good_school_-_esags_-_pdf.pdf
Section 1

The Role of the Teacher Tutor
1.1 The Experienced Mentor and Coach

The Teacher Tutor plays a pivotal role in supporting Beginning Teachers through the expectations and requirements of the Induction and EPD programme. An important aspect of this role involves classroom observation, modelling, mentoring and coaching which are important in helping Induction and EPD teachers to self-evaluate, improve their practice and, ultimately, pupils’ learning.

In recognising the centrality of the individual classroom teacher to raising standards and tackling underachievement, the Department of Education’s school improvement policy also draws attention to the need to use the talents and expertise of:

‘... our best teachers in supporting the learning both of Beginning Teachers and of their more experienced counterparts.’

Every School A Good School (DE, April 2009)

As such, Teacher Tutors should be selected by schools on the basis of the highest personal and professional qualities and breadth of experience so that they are fully and confidently equipped to carry out the varied duties of this highly responsible role. The importance of this was recognised by the ETI in its last ‘Evaluation of the Induction Programme for Beginning Teachers’ (Nov, 2011) which states that:

‘In almost all of the schools visited, the Teacher Tutors are very clear about their role and carry out effectively their responsibilities to a high standard. They provide very good pastoral support to the BTs and help to create an appropriate balance between the development needs of the BT and the school’s priorities. The Teacher Tutors provide very constructive feedback on teaching observed, which is clearly focused on both the BT’s action plan and the teaching competences. In a few instances, the follow-up needed to support a small number of BTs who were less than secure in their teaching, was insufficient in both quality and quantity.’

Evaluation of the Induction Programme for Beginning Teachers (ETI, Nov 2011)

While new Teacher Tutors are offered substitute cover to support them in their role, the Department of Education recommends to schools that the Teacher Tutor role be established firmly in the school’s management structure and that:

‘Teacher-Tutors [should] have sufficient time to organise and co-ordinate support in line with advice given in the Teacher Education Partnership Handbook.’

Teacher Education in a Climate of Change: the Way Forward, Section 4.16 (DE, June 2010)

In respect of in-service training, ESAGS SDP Planning Guidance (DE, 2010) highlights ‘the provision of ‘a systematic and planned approach …to providing staff development opportunities’ as a characteristic of effective school development planning. This provision should include in-service training opportunities for Teacher Tutors, Induction and EPD teachers.
1.2 Teacher Tutor Support of Induction and EPD Teachers

The Teacher Tutor supports the Induction and EPD teacher by:

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<th>Managing and Coordinating the School's Induction and EPD Support Programme</th>
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<td><strong>Liaising with and Supporting other Key Staff</strong></td>
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<td>Supporting Key Stage/Area of Learning Coordinators and HODs, as appropriate, who will assist with the Induction and EPD programme to:</td>
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<td>- ensure that they are fully aware of the Induction and EPD programme, including the structure of the Induction Action Plan and the EPD Professional Development Activity</td>
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<td>- ensure that they understand what is required of them to help Induction and EPD teachers identify and meet their development needs, e.g. classroom observation, assessment of progress, completion of Induction and EPD quality assurance forms and reports, as appropriate</td>
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<td>- provide information, as appropriate, to help other members of staff support Induction and EPD teachers</td>
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<td>- assist the Principal in the quality assurance of the Induction and EPD Portfolios</td>
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<td>- liaise with the Principal and SMT, as required, regarding a school policy for Induction and EPD</td>
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<th>Providing Pastoral Support to the Induction and EPD Teacher</th>
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<td><strong>Building Relationships</strong></td>
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<tr>
<td>- Getting to know the Induction teacher personally and professionally</td>
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<tr>
<td>- Consolidating relationships formed in the Induction year or building new relationships with EPD teachers who are new to the school</td>
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<tr>
<td>- Fostering an open and supportive climate for the Induction and EPD teacher and key support staff, where required, through:</td>
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<td>- regular meetings and informal contact</td>
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<tr>
<td>- giving consideration to and negotiating an appropriate amount of non-contact time on behalf of the Induction and EPD teacher</td>
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## Disseminating Key Information to the Induction and EPD Teacher

| **Providing Information on the School and Education Authority’s Induction and EPD Programme** | Giving the Induction and EPD teacher details of:  
- their job description  
- pastoral and professional support available to them  
- key Induction and EPD forms and reports, especially the Induction and EPD portfolio templates containing the structure and guidance for the Induction Action Plan and the EPD Professional Development Activity  
- Education Authority courses and substitute cover entitlement |
| **Providing Information on the School** | Providing details of:  
- school aims, ethos, routines, administration, policies and procedures, pupil information, resources, health and safety, parents, auxiliary staff, coordinators, extra-curricular activities, timetables etc  
- SENCO provision  
- child protection issues, e.g. the designated teacher in charge of child protection |

## Providing Professional Support to the Induction and EPD

| **Modelling** |  
- Demonstrating good professional practice, e.g.  
  - teaching strategies, attitudes, values  
  - dealing with others – pupils, parents, colleagues  
- Providing opportunities for the Induction and EPD teacher to observe more experienced classroom practitioners  
- Leading by example - showing enthusiasm and optimism |
| **Mentoring** |  
- Sharing own knowledge and experience for the benefit of the Induction and EPD teacher’s professional development  
- Discussing with the Induction and EPD teacher decisions, actions and methods used in relation to their teaching  
- Listening actively and asking focused questions  
- Providing challenge  
- Supporting the planning process e.g.  
  - discussing and negotiating appropriate ‘Areas for Development’ for the Induction Action Plan and focis for the EPD PDA  
  - writing schemes of work etc |
| **Coaching** |  
- Helping the Induction and EPD teacher to unlock their potential and maximise their performance  
- Encouraging the Induction and EPD teacher to:  
  - reflect on their teaching and its impact on pupils’ |
### Beginning Teacher Programme

<table>
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<th>Monitoring and Giving Feedback</th>
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<td>- Think out solutions to challenging situations in their classroom</td>
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<td>- Expand, refine and build new skills</td>
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<td>- Learn from what works</td>
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<td>- Share ideas to improve professional practice and contribute to the pool of professional knowledge within school</td>
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<tr>
<td>- Agreeing clear targets for the Induction and EPD teacher’s development</td>
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<td>- Establishing clear success criteria</td>
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<tr>
<td>- Observing lessons/practice and providing supportive feedback over a period of weeks and months, as appropriate</td>
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<tr>
<td>- Discussing the evidence collected about pupils’ learning and what it reveals about practice in the classroom</td>
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<tr>
<td>- Providing formative verbal and written feedback over a sustained period and summative feedback at the end of the Induction and EPD stages</td>
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<tr>
<td>- Offering suggestions for Career Long Professional Development (CLPD)</td>
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<td>- Reviewing the effectiveness of the school’s Induction and EPD support programme</td>
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1.3 Skills, Qualities and Responsibilities of the Teacher Tutor

Regular meetings with the BT to:
- Discuss issues and development needs
- Help draw up the Induction action plan/EPD PDA
- Assist planning
- Provide support
- Arrange classroom observations
- Review progress and reflect on teaching

The Teacher Tutor should:
- Create an open, supportive and challenging climate
- Co-ordinate and manage the Induction and EPD programme
- Liaise with HODs, Key Stage and subject co-ordinators to support and meet the development needs of the BT
- Provide written feedback for a minimum of 2 observations per action plan and PDA

Meetings held fortnightly/monthly or as school安排s
- Ongoing support provided as necessary
- Observations planned, discussed & reviewed
- Progress reviewed at least twice during the Induction year (prior to Interim and Summative reports) and at the end of EPD Year 1 and EPD Year 2 year (prior to completion of PDA Quality Assurance)
1.4 Skills, Qualities and Responsibilities of the Beginning Teacher

The Beginning Teacher is expected to:

SKILLS: Organise  Observe  Question  Listen

What does this involve?

- Register online for Induction with EA
- Link with the Teacher Tutor and participate in the EA Induction/EPD CLPD programme
- In consultation with the Teacher Tutor draw up Induction Action Plans/EPD PDAs (as appropriate) linked to CEP, outcomes of previous targets, school priorities (SDP) classroom needs and the GTCNI competences, Code of Values & Professional Conduct
- Review and reflect on teaching and learning, adjusting plans in light of pupils’ achievements

Qualities: Openness  Approachability  Flexibility  Honesty  Caring

How does this work?

- Be open, enthusiastic about and receptive to the Induction and EPD programme
- Implement the Induction Action Plan and EPD PDAs
- Identify & record significant professional learning during Induction and EPD
- Collect evidence of increasing professional competence in Induction and EPD Portfolios which are presented to the Principal and Chair of the School's BOG

When does this happen?

- Seek ongoing advice & support, including regular observation by the Teacher Tutor and other designated support staff
- Self-evaluate and monitor professional development in conjunction with Teacher Tutor and other key support staff
- Record professional development targets and future needs linked to the Induction Interim and Summative Reports and the EPD PDA Quality Assurance Reports
Section 2

Induction
2.1 Induction: The Context

Induction is the second stage of a teacher’s Career Long Professional Development (CLPD) upon completion of Initial Teacher Education. 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 Induction teachers should address during this stage of their CLPD to ensure that they become effective in their practice. Addressing these aspects will involve both classroom and school focused in-service professional development.

2.2 Aims of Induction

The overall aims of Induction are for Beginning Teachers to continue to:

- build on the knowledge and skills that they have developed during Initial Teacher Education
- address the GTCNI Competences and Core Values as set out in the GTCNI Publication, ‘Teaching: the Reflective Profession’ and in section 2 of the ‘Teacher Education Partnership Handbook’
- develop their critical reflective practice in order to improve their teaching and the quality of pupils’ learning

2.2 The Requirements of Induction

During the Induction stage, the Induction teacher is required to:

- register with the General Teaching Council for Northern Ireland
- register online for Induction with the Education Authority at: [http://www.education-support.org.uk/teachers/induction-epd/registration-process/](http://www.education-support.org.uk/teachers/induction-epd/registration-process/)
• register with the Northern Ireland Substitute Teacher Register (NISTR) at https://www.nistr.org.uk/page.asp

• link with the Teacher Tutor in school

• participate in in-service training

• Compile, in consultation with their Teacher Tutor, an Induction portfolio containing evidence of:
  ° planning, teaching, monitoring and reflecting in the context of 2 personal action plans linked to the Career Entry Profile and/or school/department/key stage priorities and mapped against appropriate GTCNI teacher competences
  ° their ongoing holistic professional development

The Education Authority takes the lead in providing a programme of training and support, alongside the school, aimed at assisting the Induction teacher in the ongoing development of the competences, skills and knowledge required to enable them to achieve success as an experienced teacher and lay the foundations for their future career.

2.3 Effective Use of the Career Entry Profile

The Career Entry Profile (TEPH, section 3.9), or equivalent (e.g. ‘Transition Point 1’ document or ‘Early Career Transfer Profile’ etc), is the responsibility of the Induction teacher and its use is intended to support the important transition from Initial Teacher Education to Induction. It offers not only a record of the assessment of the Induction teacher’s competences but also an indication of their strengths and areas for potential development during Induction and EPD.

However, in its Evaluation of the Induction Programme for Beginning Teachers (2011), the ETI identified that:

‘There is a considerable variation in the quality of, and value placed on, the Career Entry Profile by the Beginning Teachers. The CEP template is not always adapted by some of the teachers to ... their teaching post. In the best instances, the action plans associated with the CEP are personalised once the BT is in a teaching post, demonstrate a good understanding of the NI Curriculum, make appropriate reference to the GTCNI Teaching Competences and are linked clearly to the school development plan. (Section 3.2)

There is a need for Beginning Teachers to adapt the CEP template to the circumstances of their post and take responsibility for their own professional development.’ (p 7)

Evaluation of the Induction Programme for Beginning Teachers (ETI, Nov 2011)

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6 Please note that schools are only able to employ teachers as substitute teachers who are registered on NISTR (Reference: Department of Education Circular 2006/07)
2.4 The Induction Professional Development Portfolio

The Induction portfolio aims to provide Beginning Teachers with a central place to:

- present evidence of completion of the required elements of the Induction stage including the action planning process
- illustrate how they reflect on their practice and continue to improve as effective adaptable practitioners, not only within, but beyond the classroom through involvement in other professional development activities and experiences

A template for the Induction portfolio is available to download in 'Word' format from the 'Induction Portfolio' page of the EA's Induction and EPD website at:
http://www.education-support.org.uk/teachers/induction-epd/induction/

This contains everything that the Induction teacher will need to complete Induction. Should your BT, in consultation with you, choose to adapt the template then they must ensure that the end product contains evidence of all of the core Induction requirements, as set out below:

- **You and Your School**
  - Personal Details and Induction School(s) Information

- **Professional Development Records during Induction**
  - Career Entry Profile
  - Log of Extra-Curricular Activities during Induction
  - Record of Professional Development during Induction

The Induction teacher is encouraged to engage in the this process in order to record key things that they have learned, tried and critically reflected on as a result of participation in a varied range of activities within and beyond the classroom including in-school and externally organised INSET, research, professional discussions with colleagues, visits to other schools, membership of working groups, school trips etc.

- **Observation of Effective Learning and Teaching during Induction**

  It is good practice for Induction teachers to have the opportunity to observe lessons delivered by other colleagues which may support them in their development as a teacher during Induction or in the planning and delivery of their Induction Action Plans. (Please refer to the template provided for the optional use of your Induction teacher on p 8 of the Induction Portfolio template).
• **Induction Action Plan 1**

  ° **Completed Action Plan 1** (guidance is provided for you and your Induction teacher)

  ° **Examples of Planning Linked to Action Plan 1**
    - 2 supporting examples of evidence of planning, e.g.:
      - *medium term planning* which relates only to the area for development for your Induction teacher’s first action plan - e.g. relevant aspects of 4-6 weekly planning for a unit of work or thematic topics
      - *lesson plans for the 2 (minimum) lessons* for which your Induction teacher will be observed during their first action plan

  ° **Self Evaluation of Lessons relating to Action Plan 1**

    It is good practice for your Induction teacher to evaluate a lesson at the beginning and towards the end of their action plan to inform practice and support improvement in pupils’ learning. Your Induction teacher may choose to reflect on the observed lessons or on others related to their action plan.

  ° **Observation Feedback** – you and/or other key colleagues should complete a minimum of 2 observation reports for Action Plan 1.

  ° **3 supporting samples of pupils’ work** which demonstrate pupil achievement and progression against the success criteria for Action Plan 1. Evidence may be in written, photographic, audio, video format etc. Your Induction teacher should be guided by your school’s Acceptable Use Policy when inserting photographic and video evidence and avoid identifying individual pupils by name.

  ° **Evaluation of Action Plan 1**

    Your Induction teacher should refer back to their evidence. To what extent does the evidence show that they have achieved the success criteria for action plan 1? Consideration should be given to the specific improvements, skills, knowledge and learning outcomes for their professional development in the context of:
    - The teacher competences they have targeted
    - The impact on their teaching and classroom management
    - The impact on the pupils’ learning

  ° **Self Reflection on Induction Action Plan 1**

    The following prompt questions are designed to help your Induction teacher reflect on and provide a brief summary of the main professional outcomes for them of their first action plan. Your Induction teacher should also use the following questions as a basis for discussion when completing the Interim Report on Induction with you.
    - **So what?**
      - How have I developed as a teacher from the experience of working through my first action plan and evaluating against the success criteria?
- What knowledge, skills and new understanding have I gained?
- What has been particularly successful?

**Now what?**
- What are my strengths?
- What are my areas for development?

**What next?**
- How will I build on my strengths?
- How will I take forward my areas for development?
- What changes will I make to my teaching in the future?

- **Induction Interim Review Report**
  - This should be completed at the end of Action Plan 1 as an outcome of joint discussion between you and your Induction teacher with reference to the action plan, the GTCNI Competences, Code of Values and Professional Practice. The report should highlight the teacher’s areas of strength and areas for continuing professional development.

- **Induction Action Plan 2**
  - The ‘Area for Development’ for this second action plan may emerge from the outcomes of the summative evaluation of and reflection on Action Plan 1. Alternatively, it may focus on an entirely different professional development need, ideally one emerging, as before, from targets identified in the Induction teacher’s Career Entry Profile and/or in school, key stage or departmental priorities.
  - The same evidence should be included as for Action Plan 1, as set out above.

- **Final Reports**
  - **The Summative Report on Induction** should be completed at the end of the Induction stage as an outcome of joint discussion between you, your Induction teacher and Principal with reference to the teacher’s professional development during Induction as evidenced in their portfolio. This report will highlight achievements and areas of strength, areas for continuing professional development and interim plans for EPD.
  - **Letter of Completion of Induction** - this letter is signed by the Principal and the Chair of the Board of Governors in the school in which the teacher will have completed the Induction stage of their CLPD. The letter should be sent by the school to the GTCNI to confirm the successful completion of Induction. A copy should be given to the Induction teacher and a further copy sent to the Induction and EPD team at the appropriate EA region.
2.5 The Induction Action Planning Process

The action planning process, as highlighted in figure 4 below and presented with guidance in Appendix 2.1 (pp 44-45) of this resource, should be engaged in twice by the Induction Teacher with your support as Teacher Tutor. The action plan with guidance is also available to your Induction teacher on pp 10-11 and 21-22 of the Induction Portfolio template.

<table>
<thead>
<tr>
<th>Area for Development</th>
<th>Success Criteria</th>
<th>Actions (including timescales)</th>
<th>Support Arrangements</th>
<th>Monitoring (including evidence in portfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area for Development</td>
<td>What does your teacher want/need to develop in respect of their teaching?</td>
<td>Competence(s) Which GTCNI teacher competence(s) is your Induction teacher going to target (max 1-3).</td>
<td>Evaluation</td>
<td>Your Induction teacher should refer to the guidance in the Induction Portfolio template (pp 16 and 27) on how to complete an evaluation of their action plan, taking account of the outcomes of evidence gathered e.g. impact on their own and their pupils’ development as identified through their self-evaluation of lessons, examples of pupils’ work, observation feedback etc.</td>
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| Self-Reflection | Your Induction teacher should refer to the guidance in the Induction Portfolio template (pp 17 and 28) on how to engage in this final important self-reflection in order to conclude their first action plan. |

Figure 4: Induction Action Plan Template

This process is designed to help the Induction teacher to:

- set an appropriate professional target or ‘Area for Development’ for each action plan, with reference to the Career Entry Profile, and mapping it against appropriate GTCNI competences e.g. ‘Classroom Management’, ‘Use of a Range of Teaching Strategies and Resources’, ‘Effective use of ICT’, ‘Effective Questioning’
- identify appropriate success criteria for their ‘Area for Development’
- assess the quality of provision within their classroom and plan appropriately for their pupils’ learning in discussion with you as their Teacher Tutor, their Head of Key Stage or Head of Department
- identify the actions and support arrangements they will take to help plan and deliver the lessons associated with their action plan
• monitor the effectiveness of their action plan in a number of ways including:
  ° obtaining observation feedback from you as their Teacher Tutor or from another experienced colleague
  ° gathering feedback from pupils
  ° gathering evidence of pupils’ work in a variety of forms ranging from written work to photographs, videos and audio recordings etc, as appropriate
  ° using data to measure improvement in pupil performance from start to completion of the action plan

These types of evidence correspond to the four primary evidence sources used by the ETI – ‘Observation, Data, Pupil Work and Pupil Voice’

• evaluate their action plan by using the information and evidence they have gathered from the monitoring process to make judgements about their chosen ‘Area for Development’ and determine the extent to which they have met the success criteria and made a positive impact on pupils’ learning

• engage in a process of self-reflection upon completion of their evaluation to determine what they have learned about themselves and their own professional development, e.g.
  ° what skills did they show/develop?
  ° to what extent did the process help them to expand their own professional knowledge and understanding and identify further areas for professional development?

Action planning should therefore be viewed by the Induction Teacher as a tool to help them develop their classroom practice and engage in the systematic and important process of self-evaluation, self-assessment and capacity building. Such a process of self-reflection is viewed by the Department of Education as an important indicator of its school improvement policy which requires ‘teachers [to] reflect on their own work and the outcomes of individual pupils.’ This process will help the Induction teacher to decide what evidence of their action planning and reflective practice should go into their Induction portfolio.

By helping teachers to achieve their full potential in terms of ongoing reflection on and improvement of their classroom practice, the Induction programme supports the Department of Education’s school improvement policy, ‘Every School a Good School’ (DE, April 2009) which highlights ‘high quality teaching and learning’ as one of four key characteristics of a good school.
2.6 Diagram of the Induction Process

**Career Entry Profile**
Used to promote career development by the Induction Teacher with the Teacher Tutor

**School Induction Programme**
To support the Induction Teacher in the context of the school. The Induction teacher registers online for Induction with the appropriate EA region before September or as soon as possible thereafter

**EA Induction Programme**
The Induction teacher selects appropriate INSET in consultation with the Teacher Tutor

**Action Plan 1**
The Induction teacher uses the form to address a specific teaching need, linked to the CEP, Departmental, Key Stage or School priorities

**Portfolio**
The Induction teacher keeps evidence of professional development and extra-curricular experience in their portfolio

**Monitoring and Evaluation**
Conducted through a process of support, discussion and classroom observation

**Interim Report**
Completed as an outcome of joint discussion with the Teacher Tutor referring to the Action Plan and GTCNI teacher competences

**Action Plan 2**
The Induction teacher addresses a second area for continuing professional development

**Portfolio**
The Induction teacher continues to include evidence of professional development and extra-curricular experience

**Monitoring and Evaluation**
A continuing process of support, discussion and classroom observation

**Summative Report**
Completed as an outcome of joint discussion with the Teacher Tutor and Principal. The report indicates the outcome of professional development during Induction and a possible focus for Early Professional Development

**Successful Completion of Induction**
Confirmation of the Chair of the Board of Governors on the recommendation of the Principal. A copy of the ‘Completion of Induction’ letter should be:
- Sent to: The General Teaching Council for Northern Ireland, 3rd Floor, Albany House, Great Victoria Street, Belfast, BT2 7AF
- Forwarded to the Induction & EPD Team at the appropriate EA region
- Given to the Induction Teacher
- Retained by the school

Figure 5: The Induction Process
Section 3
3.1 EPD: The Context

EPD is the third stage of a teacher’s Career Long Professional Development which commences with Initial Teacher Education and progresses through the Induction stage.

‘Similar to the Induction stage, 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: Terms and Conditions of Employment) Regulations (NI) 1987


3.2 Aims of EPD

In seeking to build on teachers’ ongoing development as skilled classroom practitioners, EPD sees the focus of reflection shift from ‘thinking about teaching,’ as in the Induction year, ‘to thinking about learning.’ EPD 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 with the ultimate aim of enhancing pupil learning. More specifically, EPD aims to support teachers to:

- increase their professional knowledge
- increase their awareness of the complexities of the school as a whole
- view teaching as a process which undergoes constant refinement as a result of continuous reflection on and analysis of pupil learning outcomes
- exercise responsibility and initiative for pupil learning outcomes using the teacher competences as a focus for analysing, discussing and developing practice
- have an open, enquiring mind and the motivation to improve
- contribute to an atmosphere of openness in the school by discussing and sharing practice with others
- build relationships with learners and professional colleagues
- interact with an ever widening network of professionals
The programme focuses on the identification of professional development needs of the individual teacher within the context of their school while taking cognisance of ‘Areas for Continuing Professional Development’ emerging from the Induction summative evaluation, reflection and quality assurance process.

3.3 The Requirements of EPD

Upon successful completion of Induction, EPD teachers are required to:

- **Register online** for EPD with the Education Authority for each of the two years of the programme. Online registration can be completed at: [http://www.education-support.org.uk/teachers/iepd](http://www.education-support.org.uk/teachers/iepd)
- identify and regularly review their professional development needs within the school context in consultation with their Teacher Tutor or their recognised supporting teacher who has overall responsibility for monitoring and quality assuring their work and progress
- compile, in consultation with their Teacher Tutor or recognised supporting teacher, a portfolio of evidence of ongoing reflective practice. This will include:
  - evidence of participation in in-service training
  - evidence of contribution to extra curricular activities
  - two classroom based action research activities (Professional Development Activities) using the ‘plan, teach, review and reflect’ cycle. Each PDA should focus on learning and teaching and use Education Technology as part of the process. As with the Induction Action Plan, the EPD Professional Development Activity lends itself naturally to the school improvement agenda which advocates that teachers should, as part of the self-evaluation and capacity building process, agree, implement and review an annual plan to facilitate their professional development (*Every School A Good School,* DE, April 2009, p 31).
- complete the EPD stage successfully in order to be able to progress to PRSD, the next stage in a teacher’s CLPD
3.4 The EPD Professional Development Portfolio

The EPD portfolio aims to provide teachers with a central place to:

- present evidence of completion of the required elements of the EPD stage including the 2 Professional Development Activities
- illustrate how they reflect on their practice and continue to improve as effective adaptable practitioners, not only within, but beyond the classroom through involvement in other professional development activities and experiences

A portfolio template is provided for your EPD teacher’s use in either ‘Word’ format or in ‘e-Portfolio’ format.

A portfolio template is provided for your EPD teacher’s use in either ‘Word’ format or in ‘e-Portfolio’ format.

The ‘Word’ version of the framework is available to download from the ‘EPD Portfolio’ page of the Education Authority’s Induction and EPD website at:
http://www.education-support.org.uk/teachers/induction-epd/

If your EPD teacher used the PebblePad e-portfolio system during Induction as part of the Teacher e-Portfolio Project for Northern Ireland (Te-PNI), they should aim to continue doing so during EPD so that their career progression can be recorded in the same place over time. An EPD e-Portfolio template is available to e-portfolio users at www.pebblepad.co.uk/tepni. Teacher Tutors with no previous experience of the e-portfolio will be offered a user name and password to support their use of this easy-to-use system, view their teacher’s EPD e-portfolio and give online feedback. One day’s substitute cover is available to EPD teachers and Teacher Tutors to attend a centre-based e-portfolio workshop.

Both templates contain everything your teacher will need to complete their EPD portfolio. Should your EPD teacher, in consultation with you, choose to adapt the template then they must ensure that the end product contains evidence of all of the core EPD requirements, as set out below:
• **You and Your School**
  ◦ Personal Details and EPD School(s) Information

• **Professional Development Records during EPD**
  ◦ Induction Summative Report
  ◦ Log of Extra-Curricular Activities during EPD Year 1 and EPD Year 2
  ◦ Record of Professional Development during EPD

During Early Professional Development your teacher will continue to develop their professional knowledge, skills and experience through participation in a wide range of professional development activities including in-school and externally organised INSET, peer observation, research, professional discussions with colleagues, visits to other schools, membership of working groups etc. It is important that they document this as part of the CLPD process.

• **Observation of Effective Learning and Teaching during EPD Year 1 and EPD Year 2**

It is good practice for EPD teachers to have the opportunity to observe lessons delivered by other colleagues which may support them in their development as a teacher during EPD or in the planning and delivery of their Professional Development Activities. A template for this purpose is provided for the optional use of your EPD teacher on p 9 of the EPD Portfolio template.

• **Professional Development Activity 1, EPD Year 1**
  ◦ **Completed PDA 1** (a template with guidance is provided for you and your EPD teacher in Appendix 3 of this resource, pp 51-55, and on pp 9-15 of the EPD Portfolio)
  ◦ **Completed PDA 1 Learning Log** (see p 16 of the EPD Portfolio for template)
  ◦ **Three sources of evidence to monitor learner engagement and progress.** The first evidence source will be feedback from you or other designated colleague(s) on a minimum of 2 lessons related to PDA 1
  ◦ **Review of PDA 1** - An important part of the PDA process is for you to meet with your EPD teacher to review their evidence in readiness to write up their self-reflection. Your teacher should make a brief record of the outcomes of your joint discussion.
  ◦ **Self Reflection on PDA 1** - In this section your EPD teacher should draw together the main findings of their PDA with reference to their 3 (minimum) sources of supporting evidence, their PDA 1 learning log and your joint review discussions. Questions are provided on pp 21 and 38 of the EPD portfolio to prompt your teacher’s reflection on the extent to which the focus for the pupils and the purpose for the teacher have been achieved.
Quality Assurance of PDA 1 – This provides a formal mechanism for the you and your Principal to verify that the EPD teacher is developing as a skilful and reflective practitioner. The completed PDA, together with the supporting evidence, will be an important source of validation in the quality assurance process conducted internally by senior management in your school and also externally, during inspection situations, by the Education and Training Inspectorate of the Department of Education.

(Reference: Teacher Education Partnership Handbook, Section 5.9)

Confirmation of Completion of PDA 1 - This provides formal confirmation by the school principal that the EPD Year 1 teacher has successfully completed PDA 1.

Professional Development Activity 2, EPD Year 2

Ideas for the focus and purpose for this second PDA may emerge from the EPD teacher's evaluation of and reflection on PDA 1 as well as the outcomes of the formal quality assurance process. The focus and purpose may also emerge from targets identified in school, key stage or departmental plans.

The same ‘plan, teach, review, reflect’ model should be engaged in as for PDA 1, as detailed above.

Completion of EPD

Letter to Confirm the Successful Completion of EPD - this letter is signed by the Principal and the Chair of the Board of Governors in the school in which the teacher will have completed the EPD programme. The school should complete the letter on school-headed notepaper using the wording provided, send it to the GTCNI to confirm the teacher’s successful completion of EPD, give a copy to the teacher and send a further copy to the Induction and EPD team at the appropriate EA Region.

(Reference: Teacher Education Partnership Handbook, Section 5.11)
### 3.5 Diagram of the EPD Process

**Early Professional Development, Year 1**
The EPD Year 1 teacher registers online for EPD 1 with the appropriate EA Region before September or as soon as possible thereafter.

**Professional Development Activity 1 (EPD Year 1)**
The EPD Year 1 teacher plans, teaches, reviews and reflects on PDA 1 following the template and guidance provided.

**EPD Portfolio**
The EPD Year 1 teacher keeps evidence of ongoing professional development and extra-curricular experience in their portfolio.

**Monitoring and Evaluation**
Conducted through a process of support, discussion & classroom observation.

**Quality Assurance of Professional Development Activity 1**
Completed as an outcome of joint discussion with the Teacher Tutor with reference to the PDA, GTCNI Teacher Competences and Code of Values.

**Completion of EPD Year 1**

**Early Professional Development, Year 2**
The EPD Year 2 teacher registers online for EPD 2 with the appropriate EA Region before September or as soon as possible thereafter.

**Professional Development Activity 2 (EPD Year 2)**
The EPD Year 2 teacher plans, teaches and reflects on PDA 2 following the template and guidance provided.

**EPD Portfolio**
The EPD Year 2 teacher continues to include evidence of ongoing professional development and extra-curricular experience.

**Monitoring and Evaluation**
A continued process of support, discussion and classroom observation.

**Quality Assurance of Professional Development Activity 2**
Completed as an outcome of joint discussion with the Teacher Tutor with reference to the PDA, GTCNI Teacher Competences and Code of Values.

**Successful Completion of Early Professional Development**
(End of EPD 2)
On the recommendation of the Principal and confirmed by the Board of Governors. A copy of the letter of completion of EPD should be:
- sent to The General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF
- forwarded to the Induction/EPD Team at the appropriate EA region
- given to the EPD 2 teacher
- retained by the school

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*Figure 8: The EPD Process*
Section 4

Classroom Observation
4.1 DE Findings and Recommendations

The last ETI Evaluation Report on the Induction programme for Beginning Teachers (Nov, 2011), highlighted the importance and value of classroom observation to the self-evaluation and lifelong learning process for teachers. It states that:

‘… the Beginning Teachers are developing the skills to collaborate and reflect with the colleagues who support them … and are developing an understanding of evaluation as a collective exercise. In the best practice, they benefit from observing other teachers, both in their own and in other areas of the curriculum …’ (p 3, section 3.4)

‘The 2004 inspection report recommended that there should be a minimum of six formal observations of the work of the BT during the Induction year. The evidence from this survey indicates that four observations are more common.’ (p 5, section 4.4)

Evaluation of the Induction Programme for Beginning Teachers (ETI, Nov 2011)

As a result of these findings, one of the six recommendations emerging from the evaluation report is for:

‘schools to establish flexible arrangements for Beginning Teachers to be observed and to observe lessons …’ (p 7)
4.2 Stages in the Observation Process

There are three distinct stages in the formal classroom observation of the Induction and EPD teacher. These are as follows:

1. Pre-observation discussion
2. Lesson observation
3. Post observation discussion and feedback

4.2.1 Pre-Observation Guidance for Principals, Teacher Tutors and Support Staff

(i) Pre-Observation Discussion with the Induction/EPD Teacher

It is important to plan well in advance of the classroom observation if the experience is to be meaningful for both the Induction/EPD teacher and the observer.

You should:

- Consider a quiet location to conduct the pre-observation meeting
- Ensure that the teacher is clear about the purpose of the observation, i.e. a formal observation to:
  - observe their classroom practice in relation to either:
    - the ‘area for development’ and targeted GTCNI competences of their Induction Action Plan
    - the focus and purpose of their EPD Professional Development Activity (PDA) and targeted GTCNI teacher competences
  - promote professional development and dialogue
• Clarify your role as observer before and after the lesson e.g.
  ° decide on and share with the teacher the classroom observation form that you wish to use (see Appendix 4 for exemplar classroom observation forms)
  ° agree when/how feedback will be given
  ° explain what will happen to any notes or other records made during the observation
• Agree when the observation will take place
• Discuss the lesson planning process with the Induction/EPD teacher, e.g. issues such as differentiation, meeting the needs of SEN pupils etc
• Discuss the range of teaching strategies to be deployed by the teacher – individual work, pair work, collaborative group work, whole class
• Agree a strategy with the Induction/EPD teacher to inform the pupils of the observation
• Prepare a brief statement to introduce yourself to the pupils at the start of the lesson and also a few words to say at the end
(ii) Suggested Prompt Questions for the Pre-Observation Discussion with the Induction/EPD teacher

<table>
<thead>
<tr>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tell me a little about this class.</td>
</tr>
<tr>
<td>• Have you any pupils on the Special Needs register?</td>
</tr>
<tr>
<td>• Have you any gifted and talented pupils in your class?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can you put the lesson you are planning in context for me?</td>
</tr>
<tr>
<td>• What have you planned for this lesson?</td>
</tr>
<tr>
<td>• What are your intended learning outcomes for this lesson?</td>
</tr>
<tr>
<td>• How will you share these outcomes with the pupils?</td>
</tr>
<tr>
<td>• How will you know that the pupils have achieved these? What are your success criteria?</td>
</tr>
<tr>
<td>• How do you plan to cater for differentiation?</td>
</tr>
<tr>
<td>• What teaching strategies are you planning to use?</td>
</tr>
<tr>
<td>• How do you intend to assess the learning from this lesson?</td>
</tr>
<tr>
<td>• What resources do you intend to use?</td>
</tr>
<tr>
<td>• How are you planning to manage the class?</td>
</tr>
<tr>
<td>• How will you manage your classroom assistant(s)? <em>(If applicable)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of the Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does your lesson fit in with your Induction Action Plan/EPD PDA? I would welcome a copy of your lesson plan so that I can see how you have made the link and where it fits into the topic.</td>
</tr>
<tr>
<td>• Please remind me of the purpose of this lesson in terms of supporting and promoting your own development as a teacher.</td>
</tr>
<tr>
<td>• What teacher competences do you aim to address through this lesson?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• During the lesson how do you see my role as observer?</td>
</tr>
<tr>
<td>• Where would you like me to sit?</td>
</tr>
<tr>
<td>• Can I be of any help to you in the classroom during the lesson?</td>
</tr>
</tbody>
</table>
4.2.2 Lesson Observation Guidance

(i) Guidance Tips to share with your Induction/EPD teacher prior to the observation

**TIPS!**

- Try to view observation as an opportunity not a challenge. If you approach it positively you should find it a valuable and informative professional experience.
- Try to keep your lesson as normal as possible e.g. don’t engage the pupils in a lengthy writing task if this is not what you usually do.
- Consider pace and balance as essential elements of your lesson delivery
- Trust your professional judgement. If changes are needed in light of pupil responses, don’t be afraid to adapt the lesson as appropriate.
- Some pupils’ behaviour may change due to my presence in the classroom, be aware of this and have a contingency plan.
- This is the lesson observation form I will be using. Try not to be put off by me making notes on this at points during the lesson.
(ii) **Guidance Tips for the Observer**

- Be sensitive to the fact that the Induction/EPD teacher may be anxious however well you may have prepared and reassured them in advance.
- Sit in a position from where you can observe the teacher and all of the pupils.
- Adhere to the agreed format regarding objectives, competences etc.
- Make notes of what you see at the time, using an appropriate observation form as shared with the teacher at the pre-observation discussion. Make as many notes as you can – it’s easy to forget to write because you are watching so carefully.
- Write down what you see with supporting evidence but be realistic about what you can record and observe in a limited period of time.
- Keep your focus on what the pupils are doing during the lesson and on what they are learning as a result of the teaching. Your role is to monitor the effectiveness of the teaching process.
- Be aware that some pupils may find the situation unusual and may react to a visitor in the classroom.
- Participate only with the prior agreement of the Induction/EPD teacher.
- Give the teacher constructive verbal feedback as soon as possible to be followed with written feedback.
4.2.3 Post Observation Discussion and Feedback

(i) **Tips for Giving Formal Post Observation Feedback**

**TIPS!!**

- Invite discussion from the Induction/EPD teacher on how they felt the lesson went.
- Build on the teacher's self-evaluation to begin your feedback.
  - Assist the Induction/EPD teacher in an analysis of any challenges encountered.
  - Refer to the agreed criteria and focus as agreed during the pre-observation discussion.
  - Be specific – be sure that the teacher is clear about what did or did not work well.
  - Refer to the evidence using your notes on the lesson observation form.
  - Use your observation notes as evidence to focus the discussion.
  - Give equal emphasis to both strengths and development needs.
  - Deal positively with areas in need of development.
  - Give time to identify support needed to develop these areas.
  - Be honest but sensitive.
  - Conclude the feedback on a positive note.

**Induction Specific Feedback**

After the classroom observation and feedback sessions have taken place, the Induction Action Plan should be reviewed, targets renegotiated if necessary, and follow-up support agreed and provided.

**EPD Specific Feedback**

The observation feedback on the PDA lesson should help the EPD teacher to review their practice, evaluate the learning taking place in the classroom and make relevant changes to professional practice, with support, where necessary.
(ii) Supporting the Induction/EPD Teacher’s Reflective Practice through Observation Feedback

What did I learn?
What changes will I make?
What did they learn?
How do I feel the pupils responded?
What did I plan to teach?
How did I meet the learning needs of all the pupils?
Was I going at the right pace?

The Teacher Tutor can use a range of prompt questions such as those above to encourage and support the Induction or EPD teacher to:

- reflect on their teaching and professional learning
- evaluate pupils’ learning.

In the case of Induction, the Induction teacher should collect a range of evidence and reflect upon this using the guidance and templates provided in the Induction Portfolio. The Teacher Tutor should engage the Induction teacher in a discussion of their strengths and areas for development using evidence from their portfolio in order to complete the Interim and Summative Reports. This will help identify and inform targets for EPD Year 1.

In the case of Early Professional Development, the EPD teacher should also continue to collate evidence of personal reflection in their EPD Portfolio using the guidance and templates provided. The EPD quality assurance process will similarly involve the Teacher Tutor in discussions with the EPD teacher to identify strengths and potential areas for development for EPD Year 2 or PRSD.
Section 5

Key Publications and References
KEY PUBLICATIONS AND REFERENCES

This resource book takes account of the following important publications and reference materials which impact on the Induction and Early Professional Development Programme in Northern Ireland.

DE (April 2009): Every School A Good School

GTCNI (2007): Teaching: the Reflective Profession (incorporating the GTCNI Teacher Competences)


EA (2015): What if ... Induction
Guidance for Induction teachers who are not in permanent employment


EA (2015): What if ... EPD
Guidance for EPD teachers who are not in permanent employment

ETI (2012): The Reflective Teacher

ETI (2011): Evaluation of the Induction Programme for Beginning Teachers
Copies of this Teacher Tutor Resource Book with Appendices may be downloaded from the Teacher Tutor Resources page of the Education Authority’s Induction and EPD website: http://www.education-support.org.uk/teachers/induction-epd/induction/