

Northern Ireland Beginning Teacher Programme



Induction Portfolio



INDUCTION PORTFOLIO CONTENT

The areas highlighted in **green** must be included in your portfolio.

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PERSONAL DETAILS AND SCHOOL INFORMATION

Name	
DE Teacher Reference Number	
Date of Commencing Induction	
Name of School	
Address of School	
Employment Period in School	
Name of Principal	
Name of Main Supporting Teacher	
Brief Description of School This may include information on the locality of the school, the number of teachers, pupils (including SEN pupils), free school meals, links with the community etc.	
Brief Description of Classes/Subject(s) Taught This may include brief details of your experience in the context of the needs of the pupil(s) and class(es) for which you are responsible and staff development priorities	

‘The Induction process is integral to your professional development as a Beginning Teacher within the school context.

There are a number of unique aspects of teaching which you should address during Induction to ensure you develop as an effective teacher. Addressing these aspects will involve both classroom and school focused in-service provision. The overall aim of induction is, ***to continue to address the General Teaching Council for Northern Ireland Competences and Core Values and encourage you to develop your critical reflective practice in order to improve your teaching and the quality of pupil learning.***

Teacher Education Partnership Handbook, Section 4



CAREER ENTRY PROFILE

Insert your Career Entry Profile or equivalent (e.g. *'Transition Point 1'* document or *'Early Career Transfer Profile'* etc) which you completed at the end of your Initial Teacher Education at university or teacher training college.



RECORD OF PROFESSIONAL DEVELOPMENT DURING INDUCTION

You are encouraged to maintain a personal reflective learning journal during Induction to record key things that you have learned, tried and critically reflected on as a result of participation in a varied 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.

This template is provided for your use and adaptation.

Date	Description of CPD/ Activity/Experience What did you do? Peer observe, participate in a course, working group etc.?	Self Reflection How has the activity/experience contributed to your wider professional development? What impact has it had/will it have on your practice.	Action for the Future Note any issues arising out of this activity/experience which you wish to discuss with your Teacher Tutor. Note any immediate action you may wish to take.



OBSERVATION OF EFFECTIVE LEARNING AND TEACHING

This template is for your **optional use** should you have the opportunity to observe lessons delivered by other colleagues which may support you in your development as a teacher during Induction or in the planning and delivery of your Induction Action Plans.

Lesson Observation Details	
Beginning Teacher Observer:	
Date of Observation:	
Class:	
Purpose of Observation:	
Some Characteristics of Effective Learning and Teaching to Consider while Observing	
Classroom Ethos e.g.:	Teaching e.g.:
<ul style="list-style-type: none"> A good buzz and warm atmosphere Good teacher/pupil, pupil/pupil relationships Positive attitudes and dispositions – self-esteem, respect, flexibility, independence Inclusive learning environment – activities matched to pupils’ learning styles, needs and interests High expectations, rewarding of efforts, celebration of success 	<ul style="list-style-type: none"> Integrated AFL strategies - starter, plenary, learning intentions, success criteria, effective questioning etc Active Learning – enquiry, problem solving, investigations Differentiation and promotion of cross curricular skills Good pace, progression and use of teacher voice Connected learning – building on pupils’ prior knowledge
Learning e.g.:	Management e.g.:
Pupils are: <ul style="list-style-type: none"> actively and creatively engaged in their own learning enjoying what they are doing communicating effectively – thinking about what they are doing, asking questions learning collaboratively – peer/group work able to transfer skills & capabilities to other contexts challenged to achieve and exceed their ability 	<ul style="list-style-type: none"> Ground rules are in place Good balance of praise and constructive feedback Good use of positive behaviour management Good use of resources & classroom assistant, where appropriate, to support pupils’ learning Well organised, attractive and stimulating learning environment – displays of pupils’ work etc
What have I learnt from the observation and what will I do differently?	



Induction Action Plan 1



GUIDANCE FOR DRAWING UP INDUCTION ACTION PLAN 1

Area for Development	Success Criteria	Actions (including time scales)	Support Arrangements	Monitoring
	<i>What will my focus look like when it has been achieved?</i>	<i>What do I have to do to make this happen?</i>	<i>What support will I need to help me implement my actions/achieve my target?</i>	<i>How will I monitor progress?</i>
<p>What do you want to develop in terms of your teaching and your pupils' learning?</p> <p>Consider with your Teacher Tutor:</p> <ul style="list-style-type: none"> Priorities for development from your Career Entry Profile Needs arising within your classroom setting School Development Plan Priorities, if appropriate <p>Competences: Map your area for development against 1-3 appropriate teacher competences focusing in on the Induction exemplars given for each in Section 6 of the GTCNI publication: <i>'Teaching – the Reflective Profession'</i>.</p> <p>At a later stage, targets for Action Plan 2 may arise from:</p> <ul style="list-style-type: none"> Your summative reflection on Action Plan 1 Classroom observation and feedback Your Induction Interim Review Report 	<p>What outcomes do you expect to achieve?</p> <p>Consider: The specific improvements, skills, knowledge and learning outcomes for:</p> <ul style="list-style-type: none"> your own professional development in the context of your chosen competences – i.e. the impact on your teaching and classroom management your pupils 	<p>What will you need to do to achieve your success criteria? Be specific and avoid general statements</p> <p>Consider:</p> <ul style="list-style-type: none"> Carrying out reading, research and observation of good practice Your planning Incorporation of appropriate teaching strategies and resources from reading, research and classroom observation Delivery of lessons Timing Inbuilt mechanisms for self-evaluation 	<p>What support will you need to help you implement your actions & achieve your targets?</p> <p>Consider:</p> <ul style="list-style-type: none"> Participation in the Induction Inservice Training Programme Assistance given with planning by Teacher Tutor, Key Stage Coordinator or HOD Support of classroom assistants Support from EA Induction Team Support from other external agencies 	<p>How will you monitor and evaluate your progress on this action plan? What evidence will you include in your Induction portfolio?</p> <p>Consider:</p> <ul style="list-style-type: none"> Including 2 examples of your planning linked to your action plan e.g. lesson plans, unit/ scheme of work, PPTs etc Keeping a reflective journal of significant events related to your action plan Including self-evaluations of lessons Including written feedback on a minimum of two lesson observations from your Teacher Tutor, Principal, Head of Key Stage or HOD Incorporating a range of examples of how you have regularly monitored and assessed your pupils' work e.g. marking for improvement, photographic, video etc. Providing 3 examples of pupils' work (written, photographic etc.) Including pupil feedback e.g. questionnaires, comment boxes, podcast interviews, Providing a summary of monitoring discussions & meetings with your TT, KS Coordinator or HOD e.g. Induction Interim and Summative Reports
<p>Evaluation Please refer to page 16 for guidance on how to complete an evaluation of your action plan taking account of the outcomes of evidence gathered e.g. impact on your own and pupils' development as identified through your self-evaluation of lessons, examples of pupils' work, observation feedback etc.</p>				
<p>Self-Reflection Please refer to page 17 for guidance on how to engage in this final important self-reflection in order to conclude your first action plan.</p>				

EXAMPLES OF PLANNING LINKED TO ACTION PLAN 1

- Insert **your medium term planning** which relates only to the area for development for your first action plan - e.g. relevant aspects of 4-6 weekly planning for your unit of work or thematic topic.
- Insert **the lesson plans for the 2 (minimum) lessons** for which you will be observed during your first action plan.



SELF EVALUATION OF LESSONS RELATING TO ACTION PLAN 1

It is good practice to evaluate a lesson at the beginning and towards the end of your action plan to inform your practice and your pupils' learning. You may choose to reflect on the observed lessons or on others related to your action plan.

This template is designed to assist you in this process.

Lesson: _____ **Date:** _____

Did I make a difference today? How do I know?

--

What might I do differently next time?

--

Were there unexpected valuable outcomes?

--

What do I need to do now to sustain improvement?

--



WRITTEN FEEDBACK FROM OBSERVER ON ACTION PLAN 1

Insert **2 completed observation reports** for Action Plan 1 from your Teacher Tutor, Principal or other colleague.



EXAMPLES OF PUPILS' WORK

Insert 3 supporting examples of pupils' work (written, photographic, audio, video, questionnaires etc.) which demonstrate pupil achievement and progression against the success criteria for Action Plan 1.

Please 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

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



SELF REFLECTION ON INDUCTION ACTION PLAN 1

The following prompt questions are designed to help you reflect on and provide a brief summary of the main professional outcomes for yourself of your first action plan.

You should also use the questions as a basis for discussion when completing the Interim Report on Induction with your Teacher Tutor.

- **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 improvement?

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



Induction Interim Review Report



INDUCTION INTERIM REVIEW REPORT

(To be completed on school headed note paper and retained in your Induction Portfolio)

School: _____

Date: _____

Signed: (Induction Teacher) _____

Teacher Reference Number: _____

Signed: (Teacher Tutor) _____

Counter-signed: (Principal) _____

NB: Complete as an outcome of joint discussion between the Beginning Teacher and the Teacher Tutor, with reference to Induction Action Plan 1, the GTCNI Teacher Competences, Code of Values and Professional Practice and the school context

a Achievements and Area(s) of Strength

b Area(s) for Continuing Professional Development as identified through Induction Action Plan 1

ONE COPY TO BE:

- Given to you and retained in your Induction Portfolio
- Retained by your school



Induction Action Plan 2



GUIDANCE FOR DRAWING UP INDUCTION ACTION PLAN 2

Area for Development	Success Criteria	Actions (including time scales)	Support Arrangements	Monitoring
	<i>What will my focus look like when it has been achieved?</i>	<i>What do I have to do to make this happen?</i>	<i>What support will I need to help me implement my actions/achieve my target?</i>	<i>How will I monitor progress?</i>
<p>What do you want to develop in terms of your teaching and your pupils' learning?</p> <p>Consider with your Teacher Tutor:</p> <ul style="list-style-type: none"> Priorities for development from your Career Entry Profile Needs arising within your classroom setting School Development Plan Priorities, if appropriate <p>Competences: Map your area for development against 1-3 appropriate teacher competences focusing in on the Induction exemplars given for each in Section 6 of the GTCNI publication: <i>'Teaching – the Reflective Profession'</i>.</p> <p>At a later stage, targets for Action Plan 2 may arise from:</p> <ul style="list-style-type: none"> Your summative reflection on Action Plan 1 Classroom observation and feedback Your Induction Interim Review Report 	<p>What outcomes do you expect to achieve?</p> <p>Consider: The specific improvements, skills, knowledge and learning outcomes for:</p> <ul style="list-style-type: none"> your own professional development in the context of your chosen competences – i.e. the impact on your teaching and classroom management your pupils 	<p>What will you need to do to achieve your success criteria? Be specific and avoid general statements</p> <p>Consider:</p> <ul style="list-style-type: none"> Carrying out reading, research and observation of good practice Your planning Incorporation of appropriate teaching strategies and resources from reading, research and classroom observation Delivery of lessons Timing Inbuilt mechanisms for self-evaluation 	<p>What support will you need to help you implement your actions & achieve your targets?</p> <p>Consider:</p> <ul style="list-style-type: none"> Participation in the Induction Inservice Training Programme Assistance given with planning by Teacher Tutor, Key Stage Coordinator or HOD Support of classroom assistants Support from EA Induction Team Support from other external agencies 	<p>How will you monitor and evaluate your progress on this action plan? What evidence will you include in your Induction portfolio?</p> <p>Consider:</p> <ul style="list-style-type: none"> Including 2 examples of your planning linked to your action plan e.g. lesson plans, unit/ scheme of work, PPTs etc Keeping a reflective journal of significant events related to your action plan Including self-evaluations of lessons Including written feedback on a minimum of two lesson observations from your Teacher Tutor, Principal, Head of Key Stage or HOD Incorporating a range of examples of how you have regularly monitored and assessed your pupils' work e.g. marking for improvement, photographic, video etc. Providing 3 examples of pupils' work (written, photographic etc.) Including pupil feedback e.g. questionnaires, comment boxes, podcast interviews, Providing a summary of monitoring discussions & meetings with your TT, KS Coordinator or HOD e.g. Induction Interim and Summative Reports
<p>Evaluation Please refer to page 27 for guidance on how to complete an evaluation of your action plan taking account of the outcomes of evidence gathered e.g. impact on your own and pupils' development as identified through your self-evaluation of lessons, examples of pupils' work, observation feedback etc.</p>				
<p>Self-Reflection Please refer to page 28 for guidance on how to engage in this final important self-reflection in order to conclude your first action plan.</p>				



EXAMPLES OF PLANNING LINKED TO ACTION PLAN 2

- Insert **your medium term planning** which relates only to the area for development for your second action plan - e.g. relevant aspects of 4-6 weekly planning for your unit of work or thematic topic
- Insert **the lesson plans for the 2 (minimum) lessons** for which you will be observed during your second action plan



SELF EVALUATION OF LESSONS RELATING TO ACTION PLAN 2

It is good practice to evaluate a lesson at the beginning and towards the end of your action plan to inform your practice and your pupils' learning. You may choose to reflect on the observed lessons or on others related to your action plan.

This template is designed to assist you in this process.

Lesson: _____

Date: _____

Did I make a difference today? How do I know?

--

What might I do differently next time?

--

Were there unexpected valuable outcomes?

--

What do I need to do now to sustain improvement?

--



WRITTEN FEEDBACK FROM OBSERVER ON ACTION PLAN 2

Insert **2 completed observation reports** for Action Plan 2 from your Teacher Tutor, Principal or other colleague.



EXAMPLES OF PUPILS' WORK

Insert 3 supporting examples of pupils' work (written, photographic, audio, video, questionnaires etc.) which demonstrate pupil achievement and progression against the success criteria for your second action plan.

Please be guided by your School's Acceptable Use Policy when inserting photographic and video evidence and avoid identifying individual pupils by name.



EVALUATION OF INDUCTION ACTION PLAN 2

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



SELF REFLECTION ON INDUCTION ACTION PLAN 2

The following prompt questions are designed to help you reflect on and provide a brief summary of the main professional outcomes for yourself of your second action plan.

You should also use the questions as a basis for discussion when completing the Interim Report on Induction with your Teacher Tutor.

- **So what?**
 - How have I developed as a teacher from the experience of working through my second action plan and evaluating against the success criteria?
 - What knowledge, skills and new understanding have I gained?
 - What has been particularly successful?

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

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



Confirmation of Completion of Induction



INDUCTION SUMMATIVE REPORT

(To be completed on school headed note paper and retained in your Induction Portfolio)

School: _____

Date: _____

Signed: (Induction Teacher) _____

Teacher Reference Number: _____

Signed: (Teacher Tutor) _____

Counter-signed: (Principal) _____

NB: Complete as an outcome of joint discussion between the Beginning Teacher and the Teacher Tutor, with reference to the Induction Action Plans, the Interim Review Report, the GTCNI Teacher Competences, Code of Values and Professional Practice and the school context

- 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
(Delete as appropriate)

- ONE COPY TO BE:**
- Given to you and retained in your Induction Portfolio
 - Retained by your school



WORDING FOR THE SUCCESSFUL COMPLETION OF INDUCTION

(To be completed on School Headed Note Paper)

School Address

The Board of Governors of ... ***(Insert School Name)*** confirms, on the recommendation of the Principal and in light of a satisfactory report on Induction which meets the criteria for the completion of Induction described in the Teacher Education Partnership Handbook, that ... ***(Insert name of Induction Teacher and Teacher Reference number)***, has completed the Induction stage of teacher education and may begin Early Professional Development.

Signed (Principal): _____

Date: _____

Signed (Chairperson on behalf of the Board of Governors of ... *(Insert School Name)*)

Date: _____

THIS LETTER OF COMPLETION TO BE SENT TO:

- the General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF

ONE COPY TO BE:

- Given to you and retained in your Induction Portfolio
- Retained by your school



INDUCTION PORTFOLIO CHECKLIST

Induction Portfolio Core Elements		
1.	Personal Details and Induction School Information	
2.	Career Entry Profile	
3.	Log of Extra Curricular Activities during Induction	
4.	Record of Professional Development during Induction	
4.	Observation of Effective Learning and Teaching	
5.	Action Plan 1	
6.	Examples of Planning linked to Action Plan 1	
7.	Self Evaluation of Lessons linked to Action Plan 1	
8.	Observation Feedback on Action Plan 1	
9.	Examples of Pupils' Work	
10.	Evaluation of Action Plan 1	
11.	Self Reflection on Action Plan 1	
5.	Induction Interim Review Report	
5.	Action Plan 2	
6.	Examples of Planning linked to Action Plan 2	
7.	Self Evaluation of Lessons linked to Action Plan 2	
8.	Observation Feedback on Action Plan 2	
9.	Examples of Pupils' Work	
10.	Evaluation of Action Plan 2	
11.	Self Reflection on Action Plan 2	
12.	Induction Summative Report	
13.	Letter to Confirm Successful Completion of Induction	

Induction Tips

- Ensure you make contact with the teacher tutor in the respective schools you work in as soon as possible.
- If you are subbing for a substantial period of time, make sure that you have spoken to the teacher tutor about induction completion.
- It is possible to commence your induction portfolio without attending an EA induction course. Many teachers commence induction and then attend a course as appropriate during the academic year.
- It is possible to complete your induction whilst working as a substitute teacher. It does require adaptability and flexibility on the part of the teacher. Some teachers complete action plan one in school A and action plan two in school B and these schools can also be different phases (e.g. primary/post primary/Irish medium/special).
- It is possible to complete observations of other classes and some elements of the portfolio whilst day to day subbing e.g. extracurricular activities log, professional development record.
- Professional development can be online courses e.g. Ted Talks, Open University, Coursera, Future Learn. It can also be professional discussions with colleagues about pupils; many types of learning can be recorded.
- The portfolio can be adapted and amended according to your school needs as long as it contains all the components. It is possible to insert links to videos etc.
- The more you put into the portfolio the more useful it will be to you in supporting your teaching and learning. Try to ensure the action plans you select are of interest and benefit to the students, the school and to yourself.
- You need to have completed induction before you can commence EPD (Early Professional Development).
- Look at the FAQs for further induction queries.
- Ensure you retain a copy of your induction letter of completion with your other qualifications - degree certificate etc.



Beginning Teacher Programme
June 2019

Copies of this Induction Portfolio template may be downloaded from the Induction Portfolio page of the Education Authority's website:

<https://www.eani.org.uk/services/beginning-teachers-induction-and-early-professional-development/induction/induction>