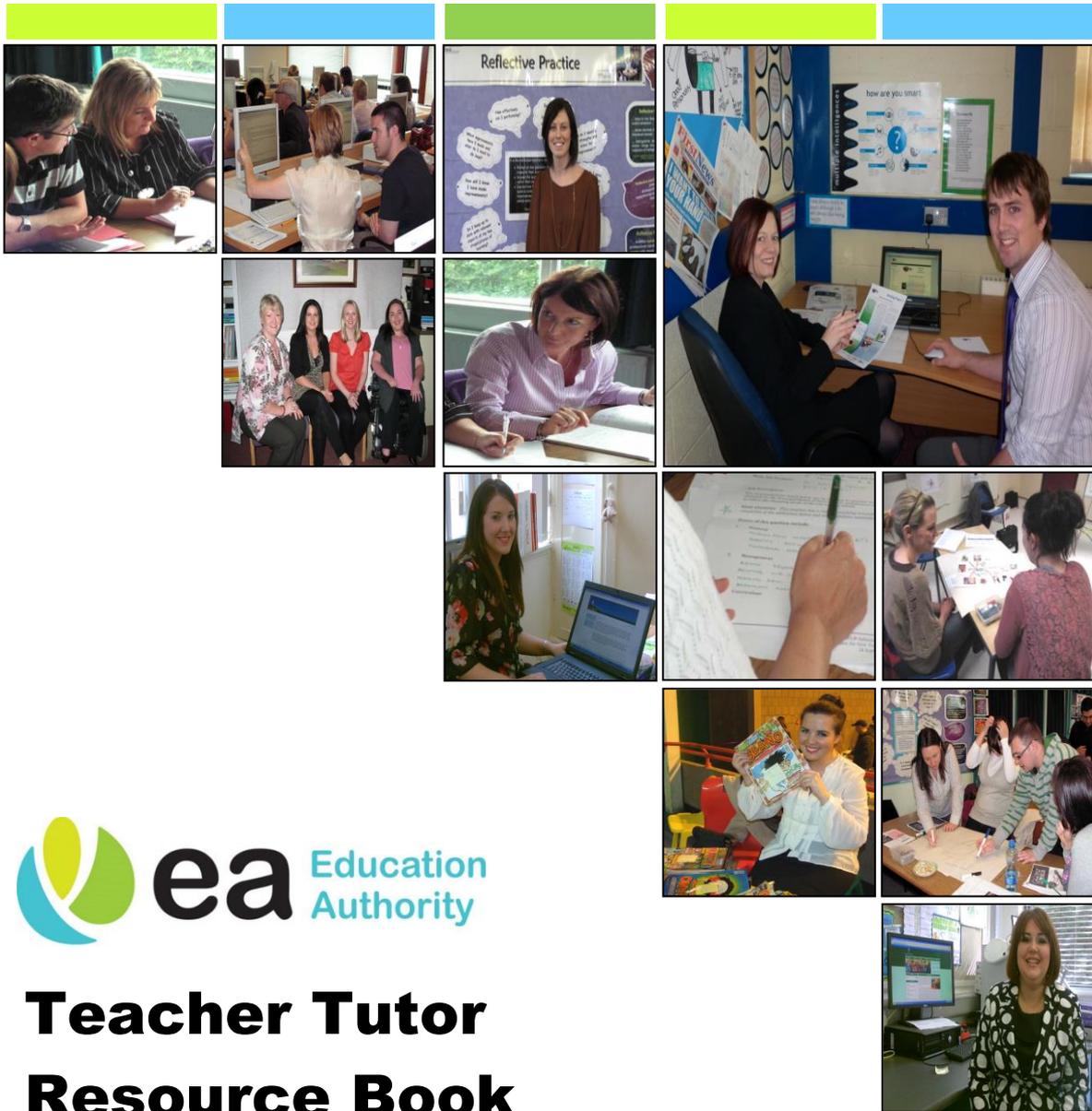




Northern Ireland Beginning Teacher Programme

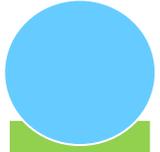


Teacher Tutor Resource Book Appendix 1



Appendix

1



Teacher Tutor Support Timeline and 'What ifs'



2.1 Indicators of Successful Completion of Induction and EPD

A teacher who has successfully completed Induction is one who:	A teacher who has successfully completed EPD Year 1 and Year 2 is one who:
<ul style="list-style-type: none"> • displays appropriate personal and professional values; • has successfully applied the GTCNI competences and core values for the Induction stage to his/her ongoing professional development; • has successfully met Induction targets through the Induction action planning process; • is increasingly able to discuss and evaluate his/her teaching in terms of learning outcomes for pupils. 	<ul style="list-style-type: none"> • continues to exemplify appropriate personal and professional values; • has demonstrated effective application of the GTCNI competences and core values for the EPD stage to his/her ongoing professional development; • has successfully met EPD targets by engaging in the 'plan, teach, review and reflect' cycle of the Professional Development Activities; • Is able to bring increased knowledge, experience, research and reflection to the discussion and evaluation of his/her teaching in terms of improved learning outcomes for pupils.

2.2 Timeline for Teacher Tutor Support of Induction and EPD Teachers

<p>The Teacher Tutor should meet with all new Induction and EPD Teachers upon their entry to the school <u>AT ANY TIME IN THE YEAR</u> regardless of whether they are employed on a full time, part time, permanent or temporary basis or as a regular day-to-day substitute teacher. The Teacher Tutor should, in discussion with the Induction and EPD teacher, ascertain at which stage they are at in the 3 year Induction and EPD programme.</p>			
TIMELINE	ACTIONS		NOTES
	INDUCTION	EPD	
	Joint Discussion between the Teacher Tutor and Induction/EPD Teacher		
<ul style="list-style-type: none"> • Fortnightly meetings at start • Ongoing meetings as needed & agreed between Induction/EPD teacher & TT 	<ul style="list-style-type: none"> • Ideally fortnightly at initial stage between TT and Induction teacher 	<ul style="list-style-type: none"> • Ideally fortnightly at initial stage between TT and EPD teacher 	
<ul style="list-style-type: none"> • Ongoing during Induction year and 	<ul style="list-style-type: none"> • Period of employment • 'Career Entry Profile' – strengths and projected areas for development during 	<ul style="list-style-type: none"> • Period of employment • Strengths and areas for development arising out of the 'Summative Report on 	



<p>2 year EPD programme</p>	<p>Induction</p> <ul style="list-style-type: none"> • Area for development for Action Plan 1 taking account of: <ul style="list-style-type: none"> ○ the Career Entry Profile ○ the school context ○ school priorities e.g. SDP targets ○ identified pupil needs ○ GTCNI teacher competences • Formal observations to inform progress against action plan targets • Opportunities for observation of good practice by the Induction teacher within school • Evidence of monitoring, self-evaluation and reflection within the teacher's Induction portfolio to inform completion by the school of the Induction Interim Review Report 	<p>Induction' if entering EPD Year 1 or 'PDA 1 Quality Assurance' if entering EPD Year 2</p> <ul style="list-style-type: none"> • Focus and purpose for Professional Development Activity 1 taking account of: <ul style="list-style-type: none"> ○ the Induction Summative Report ○ the school context ○ school priorities e.g. SDP targets ○ identified pupil needs ○ GTCNI teacher competences • Formal observations to inform progress against PDA 1 focus and purpose • Opportunities for observation of good practice by the EPD teacher within school • Evidence of monitoring, self-evaluation and reflection within the teacher's EPD portfolio to inform completion by the school of the Quality Assurance Report on PDA 1 and the 'Confirmation of Completion of PDA 1' 	
	<p>Repeat the above cycle for Action Plan 2</p>	<p>Repeat the above cycle for PDA 2 in EPD Year 2</p>	
	<p>Completion of Induction</p>	<p>Completion of EPD</p>	
<ul style="list-style-type: none"> • End of the one year Induction Process • End of the two year EPD process 	<ul style="list-style-type: none"> • The Induction portfolio is complete • The 'Summative Report on Induction' has been completed and signed by the Principal, TT and Induction teacher (copied to the Induction teacher) • The 'Letter to Confirm the Successful Completion of Induction' has been completed by the Principal and Chair of the BOG (copied to the GTCNI and the Induction teacher) 	<ul style="list-style-type: none"> • The EPD portfolio is complete • The 'Quality Assurance of the PDA' form has been completed for both PDA 1 and PDA 2, signed by the Principal, TT and EPD teacher (copied to the EPD teacher) • The 'Confirmation of Completion of PDA' form has been completed for PDA 1 and PDA 2 and signed by the Principal, TT and EPD teacher (copied to the EPD teacher and school) • The 'Letter to Confirm the Successful Completion of EPD' has been completed and signed at the end of EPD 2 by the Principal and Chair of the BOG (copied to the GTCNI and the EPD Year 2 teacher) 	



2.3 What to do if... Induction

'What to do if... Induction'

Guidance for teachers who are registered for Induction and who are employed in a range of different employment scenarios of less than a year

<p>1. What if ... you are employed in a school on a temporary basis for 2 terms or more but less than 1 year?</p>	<ul style="list-style-type: none"> • Register for Induction with the Education Authority's Induction and EPD Team • Attend an EA Induction Core Day and visit the Induction pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of Induction • Liaise with the school's Teacher Tutor. • Draw up, in consultation with the Teacher Tutor, 2 Induction action plans linked to your Career Entry Profile, classroom needs and teacher competences • Implement the Induction action plans • Collect evidence of increasing professional competence in an Induction portfolio which should be presented to the Principal and the Chair of the Board of Governors
<p>2. What if ... you are employed in a school on a temporary basis for a period of at least 10 weeks but less than 2 terms?</p>	<ul style="list-style-type: none"> • Register for Induction with the Education Authority's Induction and EPD Team • Attend an EA Induction Core Day and visit the Induction pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of Induction • Liaise with the school's Teacher Tutor • Draw up, in consultation with the Teacher Tutor, 1 Induction action plan linked to your Career Entry Profile, classroom needs and teacher competences • Implement the Induction action plan • Collect evidence of increasing professional competence in an Induction portfolio which should be presented to the Principal and the Chair of the Board of Governors
<p>3. What if ... you are initially employed as a substitute teacher in a school for less than 4 weeks but your</p>	<ul style="list-style-type: none"> • Register for Induction with the Education Authority explaining your circumstances • Attend an EA Induction Core Day and visit the Induction pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of Induction • Alert the Principal and/or Teacher Tutor to your position and to the need for discussion about Induction requirements should



<p>contract is extended incrementally at the end of 4 weeks?</p>	<p>the contract be extended</p> <ul style="list-style-type: none"> • Compile a record in your Induction portfolio and include within it: <ul style="list-style-type: none"> ➢ A record of the range of teaching experiences gained ➢ A log of your participation in professional development opportunities mapped, as appropriate, against the teacher competence framework
<p>4. What if ... you are employed in day to day substitute teaching?</p>	<p>It is difficult for Induction Teachers who are employed on a daily substitute teaching basis to participate fully in the Induction programme and to engage with the breadth of the teacher competence framework. However, in this situation you should:</p> <ul style="list-style-type: none"> • Register for Induction with the Education Authority's Induction and EPD team so that you can receive updates on courses and support available to you • Attend an EA Induction Core Day) and visit the Induction pages of the EA's Induction and EPD website to gain information about the requirements of Induction and what you need to do once you are in post • Start to build your Induction portfolio and include within it: <ul style="list-style-type: none"> ➢ a record of the range of teaching experiences gained as a substitute teacher ➢ a log of your participation in professional development opportunities mapped, as appropriate, against the teacher competence framework

2.4 What to do if... EPD

'What to do if... EPD'

The guidance below is aimed at EPD Year 1 and EPD Year 2 teachers who are employed in a range of different employment scenarios of less than the required 2 year EPD stage and/or who return to Northern Ireland having completed the equivalent of the Induction stage in Great Britain.

1. What if ... you are employed in a school for more than one year but less than 2 years?

- Register with the Education Authority's Induction and EPD team at the start of EPD Year 1 and again at the start of EPD Year 2.
- Attend an EA EPD Information Seminar and visit the EPD pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of EPD.
- Liaise with the school's Teacher Tutor.
- Draw up, in consultation with your Teacher Tutor, a Professional Development Activity (PDA) in EPD Year 1. If **your contract with the school extends to 2 terms in EPD Year 2**, then draw up your second PDA.
Please note that you are required to complete one PDA in EPD Year 1 and a second PDA in EPD Year 2. Each PDA should be linked to identified learning and teaching needs and relevant teacher competences.
- Implement your PDA(s).
- Collect evidence of increasing professional competence and reflective practice in your EPD portfolio for presentation to the Teacher Tutor, Principal and the Chair of the Board of Governors.

2. What if ... you are employed in a school for one year?

- Register for EPD Year 1 or EPD Year 2 with the Education Authority's Induction and EPD team.
- Attend an EA EPD Information Seminar and visit the EPD pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of EPD.
- Make contact with the school's Teacher Tutor.
- Draw up, in consultation with the Teacher Tutor, either PDA 1 if you are registered for EPD Year 1 or PDA 2 if you are registered for EPD Year 2. Ensure that your PDA is linked to identified learning and teaching needs and relevant teacher competences.
- Implement your PDA.
- Collect evidence of increasing professional competence and reflective practice in one or more schools in your EPD portfolio for presentation to the Teacher Tutor, Principal and the Chair of the Board of Governors.



<p>3. What if ... you are employed in a school for a period of at least 10 weeks?</p>	<ul style="list-style-type: none"> • Register for EPD Year 1 or EPD Year 2 with the Education Authority's Induction and EPD team. • Attend an EA EPD Information Seminar and visit the EPD pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of EPD. • Make contact with the school's Teacher Tutor. • Draw up, in consultation with the Teacher Tutor, either PDA 1 if you are registered for EPD Year 1 or PDA 2 if you are registered for EPD Year 2. Ensure that your PDA is linked to identified learning and teaching needs and relevant teacher competences. • Implement your PDA. • Collect evidence of increasing professional competence and reflective practice in one or more schools in your EPD portfolio for presentation to the Teacher Tutor, Principal and the Chair of the Board of Governors.
<p>4. What if ... you are initially employed as a substitute teacher in a school for less than 4 weeks but your contract is extended incrementally at the end of 4 weeks?</p>	<ul style="list-style-type: none"> • Register for EPD Year 1 or EPD Year 2, as appropriate, with the Education Authority's Induction and EPD team explaining your circumstances. • Attend an EA EPD Information Seminar and visit the EPD pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of EPD. • Alert the Principal and/or Teacher Tutor to your position and to the need to discuss the EPD Year 1 or EPD Year 2 requirements. • Start or continue to build your EPD portfolio by keeping a record of the range of teaching experiences gained as a substitute teacher as well as any participation in professional development opportunities.
<p>5. What if ... you are employed in day to day substitute teaching or not in post?</p>	<p>It is difficult for EPD Teachers who are not in post or employed sporadically on a daily substitute teaching basis to participate fully in the EPD programme and to engage with the breadth of the teacher competence framework. However, in this situation you should:</p> <ul style="list-style-type: none"> • Register with the Education Authority's Induction and EPD team for EPD Year 1 or EPD Year 2, as appropriate, explaining your circumstances. • Attend an EA EPD Information Seminar so that you know what to do in terms of your Portfolio and Professional Development Activity when you get a post for a period of at least 10 weeks. • Start to build your EPD portfolio by keeping a record of the range of teaching experiences gained as a substitute teacher and as a result of participation in professional development opportunities.

<p>6. What if ... you return to NI having just completed the equivalent of Induction in GB?</p>	<p>Completion of the equivalent of Induction in GB does not exempt returning teachers from completing the 2 year EPD stage. In this situation you should:</p> <ul style="list-style-type: none"> • Register for EPD Year 1 with the Education Authority's Induction and EPD team regardless of whether your employment status is permanent, one year contract, temporary, part-time or subbing on a day to day basis. • Attend an EA EPD Information Seminar. • If in post, follow the guidance given above for whichever of the 'What if...' scenarios 1-3 best reflects your current employment status. • If subbing or not in post, follow the guidance outlined above for whichever of the 'What if...' scenarios 4-5 best reflects your current employment status.
<p>7. What if ... you return to NI from GB having completed the equivalent of Induction plus one additional year's teaching?</p>	<p>Completion of the equivalent of Induction plus one additional year's teaching in GB, with supporting evidence, does not exempt returning teachers from completing EPD Year 2. In this situation you should:</p> <ul style="list-style-type: none"> • Register for EPD Year 2 with the Education Authority's Induction and EPD team regardless of whether your employment status is permanent, one year contract, temporary, part-time or subbing on a day to day basis. • Attend an EA EPD Information Seminar and visit the EPD pages of the EA's Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of EPD Year 2. • If in post, follow the guidance given above for whichever of the 'What if...' scenarios 1-3 best reflects your current employment status. • If subbing or not in post, follow the guidance outlined above for whichever of the 'What if...' scenarios 4-5 best reflects your current employment status.