**Teacher Education Partnership Handbook – Section 3**

<https://www.education-ni.gov.uk/publications/teacher-education-partnership-handbook>

**3 INITIAL TEACHER EDUCATION (ITE): PARTNERSHIP BETWEEN SCHOOLS AND THE HIGHER EDUCATION INSTITUTIONS (HEIs)**

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***3.1 Introduction***

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

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

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

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

***3.2 Aims and objectives of ITE courses***

The HEIs provide ITE programmes for intending primary and post-primary teachers through under-graduate Bachelor of Education degree (BEd) and Post-Graduate Certificate in Education (PGCE) courses. These programmes will lead to “eligible to teach” status (if health and other requirements are satisfied) and will be prepared and delivered in partnership with the schools involved. These partnerships will seek to enable each student teacher to achieve the necessary levels of competence, experience and knowledge that will qualify the student teacher for entry into the teaching profession.

The competences, experience and knowledge characteristic of a fully developed teacher will not all be acquired during ITE. Some will be developed further during the ‘Early Career Teacher (ECT)’[[1]](#footnote-1) phase, and then added to as progress is made throughout the rest of the teacher’s career. But in all of this, the aim is to develop teachers who employ their competences to:

(a) conscientiously work to develop the learning potential of all pupils, employing in this task a wide range of strategies and seeking to overcome the barriers that inhibit the success of some pupils;

(b) appreciate the significance of their individual contribution to the work of the school;

(c) appreciate the significance of the contribution made by parents, governors and others in the community to the achievement of individual pupils, and of the school as a whole; and

(d) have both a professional obligation and a personal commitment to continuous improvement.

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

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

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

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

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

(i) the student teacher's name and (where relevant) the year of the student’s course;

(ii) details of any school-based work already completed;

(iii) an outline of what the student has studied in the HEI; and

(iv) what the HEI tutor will expect from the student during the school placement.

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

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

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

***3.4 Assessment***

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

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

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

*3.4.1 The Formative Stage: to which the HEI, the student and the school all make a contribution:*

(a) **Student teachers** as active, adult learners, evaluate their lesson preparation and assess the processes and outcomes of the teaching and learning in which they have participated. They should read, have the opportunity to discuss, and sign each Formative Profile Report on their work.

(b) **Teacher-tutors and class teachers** observe students teaching and may use a lesson observation report in an informal way as a focus for discussion of teaching observed and collaborate with the HEI tutors in discussing the students' teaching plans. They may also wish to undertake joint observations with the HEI tutor(s) of the students' classroom work, and consider with them what pupils have achieved. The schools provide an end-of-placement summary report to the HEIs.

(c) **HEI tutors** undertake a more formal assessment of the students' work on the basis of school experience reports, and developed by the HEIs in the ‘Evaluation of Student Performance’ section of their supplements. These reports identify areas of achievement, and establish an agreed focus for future development.

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

*3.4.2 The Summative Stage: in which the main contribution will be made by the HEI and the student.*

This summative stage will result in a CEP (see 3.9 below) for each student, completed by the HEI, which will provide a record of the assessment of the ECT’s competences and professional characteristics, indicating strengths and development needs. This record will be the property of the ECT on completion of the ITE course. Thereafter, it will be regularly updated as the basis for career-long Teacher Professional Learning (TPL).

***3.5 Professional development for school staff involved in partnerships***

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

Some HEIs already offer professional learning programmes to support teachers involved with student teacher school placements as part of ITE courses, ranging from briefing about the competence framework and the support that schools can give to student teachers, to more substantial professional learning programmes for teacher-tutors.

Schools that wish to involve teachers in such programmes or briefing should contact those HEIs with whom they have partnership links.

***3.6 Summary of the partnership roles and responsibilities***

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

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

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

*3.6.1 Schools are best placed to provide:*

(a) arrangements to introduce the student teacher to the broad life and work of the school;

(b) the support of an experienced teacher (the teacher-tutor) to assist, advise and encourage the student teacher (the teacher-tutor might also undertake a joint observation of a sample lesson with the HEI tutor);

(c) a wide range of experiences (not confined solely to the classroom) during the periods of school-based work;

(d) opportunities for the student teacher to observe a variety of teachers and a range of teaching styles;

(e) opportunities for the student teacher to teach a range of classes appropriate to the student’s phase and specialist area;

(f) opportunities to develop and extend the student teacher’s achievement in the competences and qualities identified between school and HEI as relevant to the period of the school-based work; and

(g) access for the student teacher to normal school resources to support teaching and learning (e.g. books, audio-visual materials, reprographic facilities, education technology).

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

(a) supporting the student teacher in developing subject application, classroom teaching skills and an understanding of how pupils learn;

(b) planning/teaching lessons jointly with the student teacher;

(c) observing lessons and other aspects of the student teacher's work, and giving regular feedback designed to help the student identify strengths and development needs, and sharing these observations with HEI tutors;

(d) liaising with the teacher-tutor and the HEI tutor about the student teacher's progress; and

(e) using a lesson observation report form as a basis for discussion with the student teacher and the HEI tutor.

*3.6.2 HEIs are best placed to provide:*

(a) courses to support the development of the student teacher’s professional skills and knowledge;

(b) co-ordination of institution-based work with the school-based work;

(c) opportunities to develop the student teacher’s achievement in the range of competences identified as relevant to institution-based work;

(d) general support and guidance for the student teacher;

(e) preparation of the student teacher for school-based work;

(f) oversight of the placement of the student teacher in suitable partnership schools (or clusters of schools) for school-based work;

(g) liaison with the partnership school (or the lead school in a cluster) on the progress and assessment of the student teacher, including the formal assessment of sample lessons by the HEI tutor;

(h) quality assurance of the procedures for assessment of the student teacher;

(i) formative reports on the progress of the student teacher; and

(j) the CEP for each student teacher who completes the course (See 3.9).

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

(a) liaise with the partnership school on the placement of the student teacher for school-based work, and to deal with problems should they arise during student’s placements;

(b) liaise with the principal, teacher-tutor and class teacher(s) of the partnership school on all aspects of the course;

(c) communicate directly with the teacher-tutor before the start of each stage of school-based work, giving written information about the student teacher, and indicating what the expectations are for that stage of the student teacher's school-based experience;

(d) monitor school-based work, with the aim of ensuring standardisation and quality assurance;

(e) support the student teacher in developing subject application, classroom teaching skills, and an understanding of how pupils learn;

(f) arrange observation of the student teacher’s classroom work, and provide regular feedback to help the student identify strengths and development needs;

(g) assess competences and professional qualities; and

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

*3.6.3 Students*

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

The student teacher is likely to derive most benefit from school-based work if the student seeks to ensure that good personal and professional relationships are established with all those with whom the student works.

*To achieve this, the student teacher should adopt the following code*:

(a) the student should regard the authority of the school principal as applying to the student as much as to other members of the school staff;

(b) on or before the first morning of a period of school-based work, the student should arrange to meet the principal at a specified time;

(c) throughout the period of the placement the student should remain in the school for the whole of every working day, unless there are circumstances which have been communicated to, and accepted by, the principal and HEI tutor;

(d) the student should conform to the conventions of dress and personal appearance which are observed by teachers in the school;

(e) the student should adopt patterns of writing and speaking that set pupils a good example, and that are appropriate for the teaching profession;

(f) the student should consult with the teacher-tutor or class teacher about such topics as schemes of work, teaching and learning resources, teaching aids, equipment, and discipline procedures;

(g) the student should remember that physical contact with pupils, for example, touching, pushing, pulling, tapping and prodding, might be perceived as constituting assault, and therefore any physical contact with pupils must be avoided;

(h) the student should make sure that, at the end of the period of school-based work, all books, keys, equipment or materials made available for their use by the school have been returned; and

(i) the student should seek (a) advice from the class teacher about the planning and preparation of the lessons, and (b) comment on their teaching of the lessons.

**3.7 Characteristics of effective partnerships**

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

*3.7.1 Partnerships are effective when*:

(a) the school and the HEI work in a way which actively recognises that ITE is a shared responsibility;

(b) schools are involved in the planning of the course, modifying the partnership handbook, setting objectives for school-based work, and selecting students for the course;

(c) the roles of the partners are clearly defined, well understood, and implemented in practice;

(d) all concerned are familiar with the contents of the handbook and understand its implications;

(e) the HEI tutor, the teacher-tutor and class teacher(s) involved in the partnership have received professional learning in skills such as classroom observation, the development of classroom competences, and how to recognise progression in the acquisition of competences;

(f) the school undertakes regular, sustained classroom observation of the student teacher's teaching, and gives the student feedback and guidance;

(g) procedures are in place (and are working in practice) to ensure that effective communication takes place involving the HEI, the school and the student teacher;

(h) the programme of ITE is carefully coordinated, and all aspects are clearly recognised as being complementary;

(i) the school provides school-based work which focuses on those competences best developed in schools;

(j) there are procedures (known to and agreed by all) for dealing with difficulties;

(k) assessment includes the regular monitoring, by the HEI tutor and the school, of the development of the student teacher's teaching competences; and

(l) all the arrangements are supported by sound quality control procedures.

***3.8* *Formative Profile Report***

**FORMATIVE PROFILE REPORT**

Name of Higher Education Institution\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Initial Teacher Education Course (e.g. BEd, PGCE) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stage of course which student has reached\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age phase of course (e.g. nursery, primary, post-primary, FE) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Main subjects(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partnership placement school(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of HEI representative \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***3.9 Purpose of the CEP***

**The Career Entry Profile**

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The Career Entry Profile (CEP) in Northern Ireland (NI) provides a summary of your Initial Teacher Education (ITE) and helps you prepare for your induction period. It does this by:

* helping you to focus your reflection on your achievements and goals in the early stages of your teaching career;
* helping you to engage in collaborative discussions when planning how to meet your professional learning needs; and
* providing a link between your ITE and the school(s) where you will serve your induction period.

As a Student Teacher, you will be aware of the importance of reflective practice in helping you to develop the essential knowledge, understanding and skills necessary to become an effective classroom practitioner. However, the transition from ITE to classroom practice involves joining a school-based community of practice. The induction process, therefore, seeks to facilitate your growing professional competence within a school-based community of practice.

ITE in NI is competence based and the professional competences you acquire during ITE are further refined during induction. Essentially, the induction period enables you to further develop your professional competences, applying them to the pupil and classroom context with ongoing evaluation and adaptation.

This evaluation and adaptation should be informed by the six ‘dimensions of development’ first outlined in GTCNI’s publication, ‘[Teaching: the Reflective Profession](https://gtcni.org.uk/professional-space/professional-competence/teaching-the-reflective-profession)’ and stated again within the CEP template provided with this guidance.

During the induction period, your professional practice, within a school-based community of practice, will become increasingly competent as evidenced by:

(a) your level of engagement with other members of the school community and your ability to establish relationships as a basis of professional identity and collaborative participation;

(b) your ability to understand the school as a community deeply enough to take some responsibility for it and to contribute to its ongoing development; and

(c) your ability to draw on, and contribute to, the collective experiences of the school community as part of your professional practice.

Thus by its very practice, set against the GTCNI competence framework, the school-based community of practice establishes what it is to be a competent teacher.

As a Student Teacher, you should be at the centre of the process that looks at your professional learning needs as a new practitioner and you should respond positively to all the competence areas identified in this profile. However, teaching is a collaborative profession and you will be part of a school-based community of practice, so you will need to work closely with your ITE tutors and professional colleagues in the School Development Service (SDS) as well as your school-based induction tutor on the professional development priorities that your CEP profile identifies.

*Features of the CEP*

The profile:

* suggests prompt questions to guide your reflection;
* suggests ways of recording your reflections and discussions; and
* is available as a working document in paper and electronic versions.

*Benefits of the CEP*

It helps you to:

* identify your professional learning needs;
* prepare for meetings with your ITE and school-based induction tutors;
* meet your professional learning needs as you begin your teaching career; and
* begin thinking about your Induction Action Plan.

It helps your ITE provider to:

* prepare you for an active role in the school-based community of practice where you undertake induction.

It helps your school to:

* understand your strengths and experiences by the end of ITE; and
* support your professional learning during induction.

**The Career Entry Profile**

|  |  |
| --- | --- |
| **Section A: Summary of the Early Career Teacher’s (ECT) Initial Teacher Education (ITE)** | |
| **Name of Early Career Teacher** |  |
| **‘A’ Level/Equivalent Qualifications** |  |
| **Degree Qualifications** Please specify all undergraduate degree modules, other than ITE qualifications |  |
| **Additional Relevant Qualifications** |  |
| **Relevant Employment/Work Experience prior to ITE** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **ITE Provider** |  | | |
| **Title of ITE Course** |  | **Date of Completion** |  |
| **Length of Course** |  | **Age Range of Pupils** |  |

**School Experience**

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

|  |  |
| --- | --- |
| **Specific Projects Undertaken**  e.g. classroom-based research, school-based projects, dissertations, work with special needs pupils. |  |
| **Extra-Curricular Activities during School Experience** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature of HEI Representative** |  | **Date** |  |

**Section B: Competence Development during Induction**

In this section of the CEP, your HEI based tutor will, as a starting point, agree with you a brief summary (both formative and summative) of your current areas of strength in relation to your professional competence, as well as helping you to identify areas for further development during induction. The template provided reflects the general areas of competence outlined in the GTCNI publication ‘[Teaching: the Reflective Profession](https://gtcni.org.uk/professional-space/professional-competence/teaching-the-reflective-profession)’. It is essential that section B of the CEP is based on a mutual agreement and reflection, taking account of all the professional learning experiences and assessments undertaken during ITE. It also encourages you to take a long term view of your professional learning / career planning. The ‘prompt’ questions that follow will enable you to begin the discussion with your HEI tutor before you focus on the detail of the various professional competence areas.

*Questions to Prompt Discussion*:

* At this stage, what aspect(s) of teaching do you find most interesting and rewarding?
* What ideas do you have for building on this interest?
* As you approach the end of your ITE course, what do you consider to be your main strengths and achievements as a student teacher?
* Give some examples of your professional strengths including those which show how you are meeting the learning needs of pupils.
* How might you build on these strengths as you move to the induction stage of your early professional development?
* In which areas of teaching would you value further experience in the future?
* As you look ahead to your first post in teaching, you might be thinking about your long-term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?

*The areas of professional competence*

In this section of the CEP you agree, with your HEI tutor, both areas of strength (formative and summative) and areas of competence development which need to be a focus for your school-based induction. This section should consist of both narrative evaluation statements specific to you as an ECT and clearly expressed areas for further development. Table 1 below is adapted from ‘[Teaching: the Reflective Profession](https://gtcni.org.uk/professional-space/professional-competence/teaching-the-reflective-profession)’ and identifies the situated development of competence that is expected to take place during induction and, as stated earlier, this development is informed by the ‘dimensions of development‘ stated below.

Table 1

|  |  |
| --- | --- |
| Competence development during ITE | Competence development during Induction |
| Essential knowledge, understanding and skills acquisition along with the principles of basic reflective practice and evaluation. | Application to pupil and classroom context with evaluation and adaptation. |

*Dimensions of development*

These dimensions of development are taken from the GTCNI publication, ‘[Teaching: the Reflective Profession](https://gtcni.org.uk/professional-space/professional-competence/teaching-the-reflective-profession)’. They emphasise that as you progress in your career you will encounter different challenges and expectations. You should also grow in confidence and begin to share your professional experiences with colleagues as well as learn from them in turn. It can also be anticipated that your professional practice will become progressively more sophisticated and nuanced. This will be evidenced by:

* greater complexity in teaching, for example, in handling mixed-ability classes, or reluctant learners, or classes marked by significant diversity, or inter-disciplinary work;
* the development of a wider range of teaching strategies;
* basing teaching on a wider range of evidence, reading and research;
* extending one’s impact beyond the classroom and fuller participation in the life of the school;
* the capacity to exercise autonomy, to innovate and improvise; and
* a pronounced capacity for self-criticism and self-improvement; the ability to impact on colleagues through mentoring and coaching, modelling good practice, contributing to the literature on teaching and learning and the public discussion of professional issues, leading staff development, all based on the capacity to theorise about policy and practice.

As you progress through induction and EPD towards career-long TPL and the Performance Review and Staff Development (PRSD) process, the above dimensions of development should also guide your own professional reflection and development planning.

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| Section B1: Beginning Teacher s Areas of Strength |
| This section is to be agreed by the HEI and the student teacher and to reflect earlier profiling. It is to take account of, and reflect, the GTCNI Code of Values and Professional Practice and the Northern Ireland Teacher Competences as set out in ‘[Teaching: the Reflective Profession](https://gtcni.org.uk/professional-space/professional-competence/teaching-the-reflective-profession)’. |
| Professional Values and Practice |
|  |
| Professional Knowledge and Understanding |
|  |
| Professional Skills and Application |
|  |

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| --- |
| Section B2: Priorities for Further Development during Induction |
| To be completed towards the end of the ITE course. |
| Professional Values and Practice |
|  |
| Professional Knowledge and Understanding |
|  |
| Professional Skills and Application |
|  |

|  |
| --- |
| Professional Interests and Aspirations (to be completed by student) |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of HEI Representative |  | Job Title | Formative Profile Tutor |
| Signature of Student |  | Date |  |

*After completion of the CEP*

At the outset of the induction stage, as an ECT, you should think about and record your own evaluations of your professional learning in the context of your own teaching. Subsequently, you should, with the help of your teacher-tutor, develop your Induction Action Plan. The Induction Action Plan is again based on the teacher competences that underpinned your ITE, but is more clearly focused on the interpretation of these competences as they apply to your teaching context and the school-based community of practice within which your induction takes place.

1. The term Early Career Teacher refers to recently-qualified, ‘beginning’ teachers who may be engaged in ‘induction’ and/or ‘early professional development’ activities. [↑](#footnote-ref-1)