**THE TEACHER EDUCATION PARTNERSHIP HANDBOOK**

**(2023 EDITION)**

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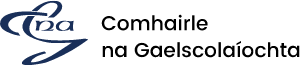
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**Contents**

**Section 1.0 An Integrated, Partnership-Based Approach to Teacher Education**

**1.1** Background

**Section 2.0 Core Values and Teacher Competences**

**2.1** Foreword

**2.3** Introduction

**2.5** Core Values

**2.8** Commitment to learners

**2.9** Commitment to colleagues and others

**2.10** Commitment to the profession

**2.11** The Competence Statements and Phase Exemplars

**Section 3.0 Initial Teacher Education: Partnership between Schools and the Higher Education Institutions**

**3.1** Introduction

**3.4** Aims and objectives of ITE courses

**3.8** Course Structure (as it applies to school experience)

**3.14** Assessment

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

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

**3.33** Characteristics of effective partnerships

**3.36** Purpose of the Career Entry Profile

**Section 4.0 The Induction Stage: Partnership between Schools and the Education Authority**

**4.1** Aims of induction and effective use of the Career Entry Profile

**4.3** Key elements of an induction programme

**4.18** The development of the Early Career Teacher (ECT)

**4.23** Guidance for schools which employ ECTs on a day-to-day basis

**4.43** Completion of induction

**4.51** School induction programme

**4.55** Induction action plan

**4.56** Interim review report

**4.57** Summative report on induction

**4.58** Record of professional learning during induction

**4.59** Wording for the completion of induction

**4.60** Example of a primary school induction programme

**4.61** Example of a post-primary school induction programme

**Section 5.0 Early Professional Development (EPD): Managing and Coordinating EPD in Schools**

**5.1** Introduction and objectives of EPD

**5.6** EPD: the programme

**5.9** EPD: the process

**5.10** Tutorial support for Early Career Teachers in EPD

**5.13** The role of teachers in providing tutorial support

**5.18** Structure of a Professional Development Activity (PDA)

**5.19** Quality Assurance of the PDA

**5.20** Statements to assist with Quality Assurance of the PDAs

**5.21** Completion of the EPD process

**5.22** Confirmation of completion of the first PDA

**5.23** Wording to confirm the completion of the EPD stage

**1.0 AN INTEGRATED, PARTNERSHIP-BASED APPROACH TO TEACHER EDUCATION**

**Background**

1.1 This latest (2023) version of the Teacher Education Partnership Handbook updates the previous (2010) edition, and has been developed and agreed in partnership through the Department of Education’s Working Group on Initial Teacher Education (ITE). The Working Group was established in 2020 and its members (in addition to the Department) include representatives from the Education Authority, the General Teaching Council for Northern Ireland (GTCNI), the four Higher Education Institutions (HEIs) in NI[[1]](#footnote-1), the Universities’ Council for the Education of Teachers (NI) (UCETNI), the Council for Catholic Maintained Schools (CCMS), Comhairle na Gaelscolaíochta (CnaG) and the Education and Training Inspectorate (ETI), as well as a number of teacher practitioners.

1.2 This partnership arrangement is in line with the aim of the Department’s Strategy for Teacher Professional Learning (“Learning Leaders”), which is to empower the teaching profession to strengthen its professionalism and expertise to meet the challenging educational needs of young people in the 21st century. It also supports the policy commitments of Learning Leaders, which focus on collaborative working by all stakeholders.

1.3 This Handbook has also been developed by taking into consideration the views of teacher-tutors from across the education system in NI. **[DN: It is proposed that DE (on behalf of the Working Group) will issue this draft document to all school principals, and ask them to share it with their teacher-tutors with a view to providing us with feedback on the document.]**

1.4 ITE programmes in Northern Ireland are designed to ensure, amongst other things, that new teachers achieve a set of competences identified by the GTCNI, as set out in Section 2 of this document. All aspects of ITE programmes can be mapped against one or more of these competences.

1.5 It should be noted that ITE represents the initial stages of a teacher’s professional learning, and therefore not all of these competences will be fully acquired during the ITE stage; teachers will continue to learn and develop professionally as they progress through their early teaching career and then as they advance further through their chosen career path, whether that be as a classroom teacher or via additional leadership roles.

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

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

~~The initial training of teachers, and the early stages of their professional development through induction and in-service training (INSET), will be planned by reference to a model of professional competences required by the beginning teacher. Not all of these competences will be acquired fully during initial teacher training and the transition from initial training to the early stages of INSET will need to be as smooth as possible.~~

1.6 Through this Handbook, newly qualified, early career teachers will have a personal profile, setting out the competences they have achieved. This profile will make an important contribution to the planning of provision for the individual at all stages of development.

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

* there should be a common approach to ITE across the HEIs;
* as far as practicable, there should be a common profile of competences used by all HEIs, the Education Authority, ~~all Education and Library Boards,~~ other employing bodies and all schools which will underpin the students’ and early career teachers’ professional learning ~~development~~;
* the development of links between initial, induction and the early years of in-service education should enhance the career-long professionalism of teachers and reinforce co-operation between employers, HEIs, schools and the Education Authority’s ~~Boards’~~ support services.

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

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

1.10 The purpose of this Handbook is to provide guidance on the various roles and responsibilities at each stage and to consolidate the good coordination, liaison and communication which are necessary to ensure effective support, of a high calibre, for students and early career teachers.

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

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

**An integrated, partnership-based approach to initial teacher education, induction, early professional development and continued professional learning (based on the GTCNI’s Core Values and Teacher Competences)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Initial Teacher Education** | **Eligible to Teach** | | **Year 1** | **Years 2 and 3** | **Year 4 onwards** |
| **Competence-based BEd (Hons) and PGCE Courses** | **Induction** | **Early Professional Development** | **Continued Professional Learning** |
| **Formative Profile Report**  **Career Entry Profile** | **Induction Action Plan** | **Professional learning activities focusing on curriculum, management and education technology** | **Performance Review and Staff Development (PRSD)** |
| **Lead Partner** | | | | | |
| **Higher Education Institutions** | | **Education Authority** | | **Schools** | |
| **Support Partners** | | | | | |
| **Schools and Education Authority** | | **Schools and HEIs** | | **Education Authority and HEIs** | |

The above table shows the relationship in a schematic form of the three stages of teacher education to each other and to continued professional learning.

**2.0 CORE VALUES AND TEACHER COMPETENCES**

**Foreword**

[from the GTCNI’s “Teaching: the Reflective Profession” publication]

2.1 One of the hallmarks of any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities. In establishing our Code of Values and Professional Practice we are affirming our commitment to these values and setting out our aspirations. The achievement of these lofty goals will require diligence and energy allied to a clear sense of purpose and an understanding of the significance, for both pupils and society at large, of our endeavours.

2.2 The importance to society of the process of schooling and the work of teachers should not be underestimated. Indeed, education lies at the heart of both social and economic progress. It empowers and celebrates; it shapes society and effectively secures future well-being. It is appropriate that those who are entrusted with this role should publicly affirm their commitment to excellence. The codification of the underlying values, responsibilities and aspirations of the profession is eloquent testimony to the profession’s commitment to excellence in and for all.

**Introduction**

2.3 Teachers as a group have always understood the professional nature of their task. They have always been conscious of the special purpose behind their endeavours and how, in essence, they shape the future of society through their work with those young people entrusted to their care. That duty of care, allied to a sense of professional responsibility, is the hallmark of true professionals. In discharging this responsibility, teachers have been guided by a set of values that, to date, have been implicit rather than explicit, are often seen as aspirations or driving forces, often not openly articulated, which effectively shape people’s lives and determine where they will direct their energies and what they will hold to be of importance. Many within our community have both understood and benefited from the profession’s implicit values, and the commitment and professionalism that were an inevitable outcome of these.

2.4 There is, however, merit in articulating those values if only to celebrate the high ethical standards that underpin the work of teachers in Northern Ireland. This Code provides our teachers, for the first time, with an explicit and public statement of values and professional practice. The values enshrined within the Code are also those that underpin the work of the General Teaching Council for Northern Ireland and will inform its deliberations in regard to internal policy development and external policy initiatives. The Code seeks to: set out clearly the core values underpinning professional practice; encourage attitudes and conduct commensurate with the core values of the profession; provide a framework for evaluating both policies and practice; and enhance the status of the profession in the eyes of the public.

**Core Values**

2.5 The core values of the profession are as follows:

*Trust Honesty Commitment*

*Respect Fairness Equality*

*Integrity Tolerance Service*

2.6 A commitment to serve lies at the heart of professional behaviour. In addition, members of the profession will exemplify the values listed above in their work and in their relationships with others; recognising, in particular, the unique and privileged relationship that exists between teachers and their pupils. In keeping with the spirit of professional service and commitment, teachers will at all times be conscious of their responsibilities to others: learners, colleagues and indeed the profession itself.

2.7 Many of the commitments outlined below are also underpinned by legislation and the profession will always seek, as a minimum, to comply with both the spirit and detail of relevant legislative requirements.

**Commitment to Learners**

2.8 Teachers will:

* maintain professional relationships with those pupils/learners entrusted to their care which respect the pupil/learner as a person and encourage growth and development;
* acknowledge and respect the uniqueness, individuality and specific needs of each pupil and thus provide appropriate learning experiences; and
* aim to motivate and inspire pupils with a view to helping each realise their potential.

**Commitment to Colleagues and Others**

2.9 Teachers will:

* work with colleagues and others to create a professional community that supports the social, intellectual, spiritual/moral, emotional and physical development of pupils;
* promote collegiality among colleagues by respecting their professional standing and opinions and, in that spirit, be prepared to offer advice and share professional practice with colleagues;
* cooperate, where appropriate, with professionals from other agencies in the interests of pupils;
* ensure that relationships with the parents, guardians or carers of pupils, in their capacity as partners in the educational process, are characterised by respect and trust; and
* respect confidential information relating to pupils or colleagues gained in the course of professional practice, unless the well-being of an individual or legal imperative requires disclosure.

**Commitment to the Profession**

2.10 Teachers will:

* as reflective practitioners, contribute to the review and revision of policies and practices with a view to optimising the opportunities for pupils or addressing identified individual or institutional needs; and
* in keeping with the concept of professional integrity assume responsibility for their ongoing professional development needs as an essential expression of their professionalism.

**The Competence Statements and Phase Exemplars**

2.11 In presenting the competences along with the phase exemplars, the GTCNI has sought to emphasise that the acquisition of competence is very much related to context and phase, whether this be ITE, induction, early professional development or beyond into career-long professional learning – see the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Competence Number** | | **Phase Exemplars** | | | |
| Competence Statement | Aspect of Competence | Initial Teacher Education | Induction | Early Professional Development | Continuing Professional Development Collaborative Practice and School Improvement |
| General Competence Statement. | Aspects for clarity of understanding and precision. | 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. | Application to pupil, classroom and wider school context with adaptation, evaluation and refinement. | Application to classroom and whole-school practice. Evaluation and refinement to context, meeting wider collective responsibilities. |

2.12 The 27 competence statements are set out in the GTCNI’s *Teaching: the Reflective Profession* publication (pages 17 to 43), which can be found [here](https://gtcni.org.uk/cmsfiles/Resource365/Resources/Publications/The_Reflective_Profession.pdf)[[2]](#footnote-2).

**3.0 INITIAL TEACHER EDUCATION: PARTNERSHIP BETWEEN SCHOOLS AND THE HIGHER EDUCATION INSTITUTIONS**

**Introduction**

3.1 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 material provided annually by the individual HEIs.

3.2 These arrangements place an emphasis on school experience (via the student teacher placement process) 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.

3.3 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, maintaining regular contact with the teachers involved in the student placement process. 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.

**Aims and Objectives of ITE Courses**

3.4 The HEIs provide ITE programmes for intending primary and post-primary teachers through under-graduate Bachelor of Education degree (BEd) and Postgraduate Certificate in Education (PGCE) courses. Successful completion of one of these courses of study will enable students to be eligible to apply for registration with the General Teaching Council for Northern Ireland (GTCNI).

3.5 These programmes will be prepared by the HEIs 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.

3.6 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)’[[3]](#footnote-3) 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:

1. conscientiously work to develop the learning potential of all pupils, employing in this task a wide range of strategies which respect their learners’ uniqueness, individuality and needs;
2. critically reflect upon their work and strive for improvement [QUB];
3. achieve a professional awareness of the importance of teachers and the positive contribution they make to learning;
4. build strong school communities that develop and sustain effective relationships with parents/carers, governors and community organisations; and
5. focus on pastoral care and the holistic development of young people.

3.7 The activities provided by schools for student teachers during school experience 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.

**Course structure (as it applies to school experience)**

3.8 The design and detailed content of courses in ITE depend on the nature of the courses (whether BEd or PGCE), on the subject or area of learning, on the language of instruction[[4]](#footnote-4) and on how an HEI organises the programme for each course. Information on the content of each course and on the structured time period associated with each stage of school experience in relation to the rest of the course(s), is available from each HEI.

3.9 Central to all courses are the successive periods of school experience on which the 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 relevant HEI.

3.10 Before each period of school experience, the HEIs will ensure that the school has written information which gives:

1. the student teacher's name and (where relevant) the year of the student’s course;
2. details (duration and scope) of any school experience already completed;
3. an outline of what the student has studied in the HEI (available upon request); and

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

3.11 The HEI will engage with partnership schools to define the contribution the schools will make to the development of the competences being given priority during each period of school placement.

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

3.13 If difficulties arise, remedial action should be taken by the HEI with support from the school, if necessary.

**Assessment**

3.14 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 provide feedback (which may be oral and/or written) on the student's work and add to the information on which the HEI tutor(s) will base assessments of school experience.

3.15 The process of assessment of the school experience 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).

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

1. **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 develop, have the opportunity to discuss, and agree a Formative Profile Report on their work with their HEI tutor.
2. **Teacher-tutors** are expected to support the student teachers in a mentoring and pastoral capacity. Along with **class teachers**, they should 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.
3. **HEI tutors** undertake a more formal assessment of the students' work on the basis of school experience observations of teaching, which identify areas of achievement and establish an agreed focus for future development.

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

3.18 This summative stage will result in a CEP for each student, completed jointly by the HEI and the student teacher, 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).

3.19 This stage also includes a formal decision by HEI tutors as to whether a student has reached a sufficient level of competence in a placement module to be awarded a 'pass’ grade.

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

3.20 The support given to student teachers by class teachers and teacher-tutors is an essential element of the partnerships, particularly because the development of certain competences depends on the school experience completed by the students.

3.21 Some HEIs already offer support to 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.

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

[DN: Support for teacher-tutors is an area where a more common, joined-up approach should be considered by the ITE Working Group. This is also linked to section 3.7.3 (f).]

**Summary of the partnership roles and responsibilities**

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3.23 Schools and HEIs have complementary roles in ITE. Each has a distinctive and particular contribution to make to the education and professional learning 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.

3.24 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 experience is fully integrated into the programme for student teachers.

3.25 The roles of the three partners in ITE (schools, HEIs and students) are set out below.

3.26 Schools are best placed to provide:

1. arrangements to introduce the student teacher to the broad life and work of the school;
2. the support of an experienced teacher (e.g. the teacher-tutor) to assist, advise and encourage the student teacher and possibly undertake a joint observation of a sample lesson with the HEI tutor;
3. a wide range of experiences (not confined solely to the classroom) during the periods of school experience;
4. opportunities for the student teacher to observe a variety of teachers and a range of teaching styles;
5. opportunities for the student teacher to teach a range of classes appropriate to the student’s phase and specialist area;
6. opportunities to develop and extend the student teacher’s achievement in the competences and qualities identified between the school and the HEI as relevant to the period of school experience; and
7. access for the student teacher to normal school resources to support teaching and learning.

3.27 Within the school, class teachers/heads of departments are best placed to undertake the following activities:

1. supporting the student teacher in developing subject application, classroom teaching skills and an understanding of how pupils learn;
2. planning/teaching lessons jointly with the student teacher;
3. 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;
4. liaising with the teacher-tutor and the HEI tutor about the student teacher's progress; and
5. using a lesson observation report form as a basis for discussion with the student teacher and the HEI tutor.

3.28 HEIs are best placed to provide:

1. courses to support the development of the student teacher’s professional skills and knowledge;
2. co-ordination of institution-based work with the school experience;
3. opportunities to develop the student teacher’s achievement in the range of competences identified as relevant to institution-based work;
4. general support and guidance for the student teacher;
5. preparation of the student teacher for school experience;
6. oversight of the placement of the student teacher in suitable partnership schools for school experience;
7. liaison with the partnership school on the progress and assessment of the student teacher, including the formal assessment of sample lessons by the HEI tutor;
8. quality assurance of the procedures for assessment of the student teacher;
9. assistance to the student teacher in completing the Formative Profile Reports on the student’s progress; and
10. the CEP for each student teacher who completes the course.

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

1. liaise with the partnership school on the placement of the student teacher for school experience, and to deal with problems should they arise during student’s placements;
2. liaise with the principal, teacher-tutor and class teacher(s) of the partnership school on aspects of the course;
3. communicate directly with the teacher-tutor / school personnel before the start of each stage of school experience, giving written information about the student teacher, and indicating what the expectations are for that stage of the student teacher's school-based experience;
4. monitor the student teacher’s school experience, with the aim of ensuring standardisation and quality assurance[[5]](#footnote-5);
5. support the student teacher in developing subject application, classroom teaching skills, and an understanding of how pupils learn;
6. arrange observation of the student teacher’s classroom work, and provide regular feedback to help the student identify strengths and development needs;
7. assess competences and professional qualities; and
8. support the student teacher in critical reflection of their progress and writing of a Formative Profile Report.

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

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

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

1. 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;
2. on or before the first morning of a period of school experience, a mutually agreed time should be arranged for the student to meet the designated member of staff[[6]](#footnote-6) within the school;
3. 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;
4. the student should conform to the conventions of dress and personal appearance which are observed by teachers in the school;
5. the student should adopt patterns of communication that set pupils a good example, and that are appropriate for the teaching profession;
6. the student should consult with the teacher-tutor or class teacher about such topics as schemes of work, lesson plans, teaching and learning resources, teaching aids, equipment, and classroom management procedures;
7. the student should seek (a) advice from the class teacher about the planning, preparation and delivery of their lessons, and (b) feedback from the teacher on their teaching of the lessons;
8. the student should be aware of, and adhere to, the Department of Education’s [Safeguarding and Child Protection in Schools](https://www.education-ni.gov.uk/publications/safeguarding-and-child-protection-schools-guide-schools) guidance document (updated June 2022) – in particular, section 4.8 (Conduct of Staff); and
9. the student should make sure that, at the end of the period of school experience, all resources (including pupils’ personal data) made available for their use by the school have been returned.

**Characteristics of effective partnerships**

3.33 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. This is line with the Department of Education’s Strategy for Teacher Professional Learning – Learning Leaders – which highlights that “*effective policies are best developed by collaborative working*”[[7]](#footnote-7).

3.34 The following indicators could be used to assess whether the partnership is working well.

3.35 Partnerships are effective when:

1. the school and the HEI work in a way which actively recognises that ITE is a shared responsibility;
2. schools are involved in (i) the planning of the course, (ii) setting objectives for school experience, and (iii) selecting students for the course;
3. schools are consulted on any modifications to the Teacher Education Partnership Handbook;
4. the roles of the partners are clearly defined, well understood, and implemented in practice;
5. all concerned are familiar with the contents of the Teacher Education Partnership Handbook and understand its implications;
6. the HEI tutor, the teacher-tutor and class teacher(s) involved in the partnership have received professional learning advice in skills such as classroom observation, the development of classroom competences, and how to recognise progression in the acquisition of competences;
7. the school undertakes regular, sustained classroom observation of the student teacher's teaching, and gives the student feedback and guidance;
8. 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;
9. the programme of ITE is carefully coordinated, and all aspects are clearly recognised as being complementary;
10. the school provides school experience which focuses on those competences best developed in schools;
11. there are procedures (known to and agreed by all) for dealing with difficulties;
12. assessment includes the regular monitoring, by the HEI tutor and the school, of the development of the student teacher's teaching competences; and
13. all the arrangements are supported by robust quality assurance procedures.

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School type (e.g., nursery, primary, post-primary) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Main subject(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

**FORMATIVE PROFILE REPORT** (continued)

**Comments and recommendations for future competence development**

|  |
| --- |
| Professional Values and Practice  (Professional Competence 1) |
|  |
| Professional Knowledge and Understanding  (Professional Competences 2 to 13) |
|  |
| Professional Skills and Application: Planning and Leading  (Professional Competences 14 to 18) |
|  |
| Professional Skills and Application: Teaching and Learning  (Professional Competences 19 to 23) |
|  |
| Professional Skills and Application: Assessment  (Professional Competences 24 to 27) |
|  |

**Purpose of the Career Entry Profile**

3.36 The Career Entry Profile (CEP) in Northern Ireland provides a summary of your Initial Teacher Education 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.

3.37 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.

3.38 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.

3.39 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.

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

1. 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;
2. 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
3. your ability to draw on, and contribute to, the collective experiences of the school community as part of your professional practice.

3.41 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.

3.42 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 HEI tutor and professional colleagues in the School Development Service (SDS) as well as your teacher-tutor on the professional development priorities that your CEP profile identifies.

3.43 The CEP has the following features:

* it suggests prompt questions to guide your reflection; and
* it suggests ways of recording your reflections and discussions.

3.44 The CEP has the following benefits:

* It helps you to:
* identify your professional learning needs;
* prepare for meetings with your teacher-tutor;
* 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.

**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 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 an early career 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.

|  |
| --- |
| Section B1: Early Career 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 |
|  |

|  |
| --- |
| 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.

**4.0 THE INDUCTION STAGE: PARTNERSHIP BETWEEN SCHOOLS AND THE EDUCATION AUTHORITY**

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

4.1 The induction process is integral to the professional development of Early Career Teachers (ECTs) within the school context. There are a number of unique aspects of teaching which should be addressed during induction to ensure ECTs become effective teachers. Addressing these aspects will involve both classroom and school focused in-service provision. The overall aim of induction is to continue to address the Core Values and Teacher Competences and encourage early career teachers to develop their critical reflective practice in order to improve their teaching and the quality of pupil learning’which, it is recognised, will not be fully developed during initial teacher education.

4.2 The CEP[[8]](#footnote-8) is an important bridge between the initial and induction stages. It offers not only a record of the assessment of the ECT’s competences, but also an indication of the strengths and development needs of the beginning teacher which should influence continuing professional development during induction and early professional development (EPD). Effective use of the CEP means that the beginning teacher will be able to build a strong and coherent framework for personal and professional development. The CEP is the responsibility of the ECT, and its use is intended to promote career development. It will be used in the induction phase in order to identify targets for the induction action plan and hence will need to be seen by the principal and the Board of Governors. Supported by the CEP, an induction action plan will be drawn up jointly by the ECT and the teacher-tutor in the school where induction is taking place. It should be reviewed and updated at regular intervals throughout the school year.

## Key elements of an induction programme

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

4.3 This section describes the breadth of roles in induction in post-primary, primary, nursery and special schools. Schools should adapt these, as appropriate, to their specific circumstances. As described below, support for ECTs is provided by a range of people whose contributions need to be co-ordinated both within the school and outside. The school has an initial responsibility for agreeing with the ECT an induction programme and an action plan. The Education Authority offers support for teacher-tutors in schools and provides a programme of professional learning. Schools will also be involved in providing support and monitoring and evaluating the induction action plan.

4.4 Board of Governors should:

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

4.5 The Principal should:

* + - * raise the whole staff’s awareness of its involvement in the induction process;
      * support professional development of the ECT teacher within the staff team;
      * be responsible for overall decisions and policies relating to the induction of ECTs;
      * oversee the monitoring and evaluation of ECTs and ensure adequate feedback;
      * ensure that the ECT can take advantage of the EA professional learning to support induction;
      * link the induction and EPD programme with PRSD and the staff development programme;
      * enable the ECT and teacher-tutor to have sufficient time to carry out the activities involved in the induction and EPD programme;
      * provide opportunities for staff development for the teacher-tutor; and
      * monitor and evaluate the school’s induction programme in conjunction with the teacher-tutor.

4.6 The Teacher-tutor should:

* + - * get to know the ECT professionally and personally;
      * create an open, supportive and challenging climate;
      * manage and co-ordinate the school’s induction programme;
      * prepare an induction information file for ECTs which addresses the following areas: school aims, ethos and mission statement, routines, administration, policies and procedures, pupil issues, resources/facilities, ancillary and auxiliary staff, health and safety, extra-curricular activities, parental contact, school induction programme, Children Order, Code of Practice for Special Needs;
      * ensure that the ECT has a copy of the job description;
      * monitor and evaluate progress, including through lesson observation and professional dialogue, and provide continuous feedback, and, with the ECT, identify development needs;
      * ensure that the development needs of the ECT are met;
      * provide, when needed, pastoral support;
      * oversee the development, implementation, and regular review of the ECT’s induction action plan;
      * monitor and evaluate the quality and effectiveness of the school support programme for ECTs;
      * encourage the ECT to reflect on their teaching and evaluate the pupils’ learning;
      * facilitate the ECT’s involvement in the EA induction programme;
      * provide an appropriate timetable and give consideration to an appropriate amount of non-contact time;
      * arrange for the ECT to observe examples of good or effective practice (in any school);
      * provide advice and guidance on creating positive home-school relationships;
      * help ECTs to identify their concerns;
      * provide support for key staff involved in the development of the ECT; and
      * liaise with key staff regarding the progress of the ECTs.

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

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

4.8 In post-primary schools, the Year Head should:

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

4.9 School co-ordinators\* should:

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

(\*e.g.: Special Educational Needs Co-ordinator (SENCo); Information and Communications Technology (ICT); Assessment; Educational Themes; Library; Literacy; etc.)

* 1. The ECT is expected to:
     + - register with the Education Authority to attend supporting professional learning opportunities;
       - be open, enthusiastic about, and receptive to, induction and EPD;
       - seek advice and support from the teacher-tutor and other designated staff;
       - become familiar with the school’s policies and schemes;
       - use the induction action plan to support continued professional development;
       - review and reflect on teaching and learning, adjusting their plans in light of pupils’ achievements;
       - self-evaluate and monitor professional learning and development in conjunction with the teacher-tutor and other key staff;
       - compile a record of professional development targets and future needs; and
       - identify and record critical incidents, and evidence, during induction and EPD.
  2. The Education Authority should:
     + - provide a programme of professional learning to support induction;
       - provide a programme of professional learning to support teacher-tutors;
       - offer support and advice to teacher-tutors as appropriate in relation to the school’s programme of support; and
       - offer support and guidance for returning teachers and those qualified outside of Northern Ireland.
  3. Higher Education Institutions are best placed, as partners in the Induction process, to:
     + - raise awareness of links across the three stages of early teacher education (i.e. initial teacher education, induction and early professional development); and
       - liaise with the Education Authority.

*Schools and EA Partnership*

* 1. While the Education Authority is the lead partner in the induction process, schools and the EA both have significant and complementary roles. The EA offers a programme of support for induction, while the school’s contribution focuses on the competence of the ECT within the school, both as a classroom teacher and as a contributing member of the school team.

*EA Support Programme*

4.14 The Education Authority offers a range of support for ECTs. This information is detailed on the EA website where a programme is offered each academic year.

*Aspects of the Induction Programme*

* 1. Induction support is provided for ECTs at all phases.

*Professional Learning for Teacher-tutors*

4.16 The Education Authority offers a range of support for teacher-tutors. This information is detailed on the EA website where a programme is offered each academic year.

*Wider Educational Network*

* 1. Throughout the induction process, the ECT and the teacher-tutor may develop professional links with a range of external agencies. This network may comprise:
     + - the school library service;
       - the psychology service;
       - the social services;
       - relevant Council for the Curriculum Examinations and Assessment (CCEA) officers;
       - officers in relevant supporting bodies;
       - local religious bodies; and
       - wider community interests.

**The development of the ECT**

* 1. All teachers are required to participate in arrangements for further professional learning as a teacher[[9]](#footnote-9) (Ref: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987). In addition, Principals are required to ensure that staff have access to advice and professional learning appropriate to their needs in accordance with the policies of the employing authority for the development of staff [[10]](#footnote-10). Accordingly, during the induction stage, all ECTs are expected to:
     + - register for induction with the EA induction programme so that they avail of support;
       - alert the principal and/or teacher-tutor to their position and to the need for discussion of induction requirements;
       - link with the school’s teacher-tutor and participate in the EA TPL programme;
       - in consultation with the teacher-tutor, draw up a personal induction action plan linked to her/his Career Entry Profile, classroom needs, core values 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 chair of the board of governors.
  2. Schoolswhich employ an ECT are expected to:
     + - ensure that ECTs are registered with the EA induction programme so that they can access professional learning opportunities;
       - monitor the progress of the teacher in relation to the core values and the teacher competences and to confirm or not\* confirm successful completion of induction;
       - provide a planned school-based programme of guidance and professional learning. This programme should involve:
* discussing the CEP;
* helping the teacher prepare, implement and evaluate a personal induction action plan to address specific needs;
* providing feedback on classroom practice based on classroom observations;
* providing guidance on the attendance of courses relating to specific needs and monitoring;
* preparing interim and summative reports which will be the outcome of joint discussion with the ECT, and which will refer to the outcomes of the induction action plan, feedback from observation of teaching and teacher competences; and
* helping the teacher compile and reflect on a portfolio of professional development in line with the guidance.

(\*the Education Authority is on hand to provide advice and guidance.)

* 1. Consideration should also be given to the following:

In all types of schools:

* + - * allocation of classes;
      * extra duties;
      * time-tabled time with key colleagues, e.g. teacher-tutor, head of department, year leader, subject coordinator/principal;
      * a well-resourced classroom with easy access to teacher-tutor/year leader/head of department/principal;
      * guidance on creating positive home-school relationships;
      * ‘buddies’ in other schools for one person departments; teachers in charge of nursery units/schools; and
      * additional support for teachers with classes involved in public assessment.

In post-primary schools:

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

4.21 ECTs who are initially appointed as supply teachers, but whose contracts are extended incrementally, should register with the EA to access professional learning opportunities.

* 1. ECTs engaged in day-to-day supply teaching should:
     + - alert the principal and/or teacher-tutor to their position and to the need for discussion of induction requirements;
       - if they are to be employed, on a regular day-to-day basis, request that a school support them through induction and take into consideration their teaching experiences and evidence of increasing professional development gathered from other schools they may work in;
       - prepare, implement and evaluate a personal induction action plan to address specific generic needs and GTCNI competences, e.g. Aspects of Assessment for Learning, Attitudes and Dispositions or Thinking Skills and Personal Dispositions;
       - make an arrangement with the school to sign their interim and summative reports if and when appropriate; and
       - keep a log of their development in relation to the core values and teacher competences with particular reference to demonstrating professional learning.

**Guidance for Schools Which Employ ECTs on a Day-to-Day Basis**

* 1. Schools should aim to meet the needs of temporary ECTs who are in schools for less than a year.
  2. Schools which employ ECTs on a day-to-day basis should support them as far as possible.
  3. Where there is a possibility that an ECT may be employed on a regular day-to-day basis, a schools should consider supporting them through induction and take into consideration their teaching experiences and evidence of increasing professional development gathered from other schools they may work in.
  4. Schools should prepare interim and summative reports which will be the outcome of joint discussion with the ECT and which will refer to the outcomes of the induction action plan and the combined feedback from observation of teaching and teacher competences.

4.27 Teachers who have met the criteria for completion of induction may be allowed to enter Early Professional Development at the discretion of the school.

*Developing the Individual Induction Action Plan*

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

* + - * the Career Entry Profile;
      * the GTCNI Core Values and Teacher Competences;
      * the school context;
      * any relevant priorities identified in the school development plan; and
      * personal and professional development needs.

4.29 The CEP will inform the individual induction action plan. This action plan will provide guidance on the ECT’s continuing professional learning.

*The Process of Action Planning*

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

* + - * discussing the information contained in the CEP in light of the ECT’s school and taking account of the school context and priorities;
      * agreeing strengths and development needs;
      * agreeing the initial priorities for the induction action plan;
      * revisiting the action plan to review progress;
      * identifying further areas for development, targets and support needed and to re­negotiate targets if necessary;
      * agreeing the summary content for the interim review report in January; completing a summative statement to indicate the completion of induction; and
      * identifying possible focused activities and support for Early Professional Development.

*The Layout for the Induction Action Plan (4.6) Consists of 5 Areas*

* 1. The following points give a short explanation of each heading:
  2. Area(s) for Development - Target(s)

This should focus on the development needs agreed by the teacher-tutor and the ECT and should refer to the teacher competences and core values in particular.

* 1. Action (including timescales)

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

* 1. Support Arrangements

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

* 1. Success Criteria

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

* 1. Monitoring and Evaluating

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

## Self-Reflection

4.32 On completion of the induction action plan, the ECT should reflect the extent to which he/she has achieved the targets in the action plan. He/she should also give consideration to the areas which he/she feels need further development.

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

*Approaches for Monitoring and Evaluating Progress*

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

4.35 Informal methods should include:

* + - * pre-planned time set aside for meeting with the ECT throughout the year;
      * discussions with key personnel to gain an overview of the ECT’s progress; and
      * observation of classroom practice, displays of work, relationships with staff, pupils, parents, etc

4.36 Formal methods should include:

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

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

*Induction Portfolio*

4.38 During the induction process, the ECT should compile a portfolio of professional learning. This should include:

* + - * Career Entry Profile;
      * a short statement of context;
      * the induction action plan;
      * two examples of planning for teaching and learning and reflection. These should relate to targets on the induction action plan, i.e. units of work/topics /4-6 weekly plans/which address:
* content/process (re the NI Curriculum)
* learning outcomes
* how they will be assessed
* teaching approaches, what the pupils will do; what the teacher will do
* resources, including ICT where appropriate;
  + - * three samples of pupils work with intended learning outcomes which relate to the induction action plan. These may illustrate individual pupil achievement and progression, common difficulties, range of achievement, etc;
      * written feedback from lessons observed by the teacher-tutor, other key staff and the principal. The lessons should relate to targets on the induction action plan. This will provide a basis for the interim and summative reports;

NB: The ETI recommends that there should be two formal observations of the ECT’s teaching each term (Ref: page 25 of the ETI report of a Survey – The Induction and Early Professional Development of Beginning Teachers – Inspected: 2002/2004).

* + - * a record of engagement with TPL and other opportunities for staff development, e.g. observations of other colleagues both within and outside the school, ongoing staff development within the school;
      * evidence of involvement in extra-curricular activities where appropriate;
      * negotiated interim and summative reports; and
      * certificate / letter confirming successful completion of induction.

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

4.40 A copy of this certificate of completion is (i) given to the ECT; (ii) retained by the school; and (iii) sent to the GTCNI.

*Classroom Observation*

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

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

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

## Completion of induction

*The Summative Report on Induction*

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

* + - * the teacher competences and core values;
      * from observation(s) of teaching by senior colleague(s);
      * from observation(s) by peers and critical friends; and
      * from a portfolio of professional development.

*Successful Induction*

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

* + - * displays appropriate personal and professional values;
      * has become secure in the teacher competences and core values for the induction phase;
      * has successfully met agreed induction targets; and
      * is increasingly able to discuss and evaluate his/her teaching in terms of learning outcomes for pupils.

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

*Unsuccessful Induction*

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

* + - * is lacking in the underlying qualities and values;
      * has made little progress in clarifying and addressing the teacher competences and core values for the induction phase;
      * has been unsuccessful in meeting induction targets; and
      * has made little progress in the ability to discuss and evaluate his/her teaching in terms of learning outcomes for pupils.

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

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

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

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

The school completes the interim and summative reports. On the summative report the school indicates that the ECT is recommended for a further period of induction, i.e. a term. The next school picks this up and at the end of the term either:

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

4.50 The decision in regard to unsuccessful completion of induction will be taken by the Board of Governors, on the recommendation of the principal, taking advice, if necessary, from relevant EA officers, as appropriate.

## School Induction Programme

4.51 A school induction programme should be established for all ECTs.

4.52 The programme should be designed to introduce the ECT to the breadth of school life, should form part of the wider staff development programme, and be linked to important events in the school calendar. It is important that clear, coherent and

well-understood aims are established and that all staff are committed to its implementation.

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

*Professional support:*

1. Introduction to School

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

1. Routines

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

1. Ethos and Relationship within School

* culture of the school e.g Shared Education and cross-curricular issues
* loyalty to school and colleagues
* confidentiality
* member of a team
* contribution to events in school - what is expected
* governing body members
* dress code
* staffing structure (role and responsibilities, job descriptions)

1. School Documentation

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

1. Administration

* timetable
* teaching accommodation
* class/pupil records
* school meals administration
* money collections
* record keeping

1. Pupils/Classes

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

1. Areas of Additional Responsibility

* role of form teacher
* role of Head of Department/Coordinator
* extra-curricular school activities

1. Resources

* access to relevant teaching resources and accompanying procedures including ICT
* displays of pupil work
* reprographic facilities
* user-borrower procedures

1. Key School Personnel

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

1. Parental Issues

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

*Pastoral support:*

1. Introduction to Geography of the Area

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

1. Salary

* point on the Salary Scale
* tax office information
* salary payment process

1. Social development

* time for themselves
* clubs
* activities
* centres

1. Union Information

* range of options
* services provided

1. Wellbeing

* counselling
* needs
* fears
* problems
* health issues

*Opportunities for School-focused Professional Learning*

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

* Observation of good practice across a range of years and subjects;
* Participation in team teaching;
* Evaluation of lessons:
* observed by the ECT;
* taught by the ECT;
* jointly planned by the ECT and experienced teacher but not jointly taught;
* jointly taught by the ECT and experienced teacher but not jointly planned; and
* jointly planned and taught by the ECT and experienced teacher;
* Evaluation of pupil activity/interaction:
* focused evaluation of competence of teacher; and
* focused evaluation of lessons.
* Evaluation and assessment of pupil work between experienced teacher(s) and the ECT. Choose types of work and discuss;
* Reflect on individual teacher documentation:
* recording systems;
* records; reports, including reports to parents;
* management systems;
* personal learning plans; and
* policy documents;
* Evaluation of selection of appropriate resources:
* online resources;
* books;
* library;
* professional journals.
* Review and reflect on classrooms:
* layout;
* displays;
* resources;
* class libraries; and
* regular opportunities across a range of rooms.
* Involvement in and reflection on the benefits of meetings with staff:
* department meetings;
* whole school; and
* year groups.

## Induction Action Plan

Date Signed (Induction Teacher)

Signed (Teacher Tutor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NB: Complete as an outcome of joint discussion and with reference to the Career Entry Profile, 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)’.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area(s) for Development | Actions (including timescales) | Support Arrangements | Success Criteria | Monitoring and Evaluating (including evidence in portfolio) |
| ***Target:***  ***Competences:*** |  |  |  |  |

# **GUIDANCE FOR DRAWING UP AN INDUCTION ACTION PLAN**

**This gives an outline of the points to assist discussion in drawing up the Action Plan**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area(s) for Development** | **Actions (including timescales)** | **Support Arrangements** | **Success Criteria** | **Monitoring and Evaluating**  ***(includes evidence in Portfolio)*** |
| Target(s)  Taken from any of the following and referenced to the appropriate GTCNI competences- Section 6 ‘Teaching – the Reflective Profession’.  Consider:   * Priorities for development from Career Entry Profile. * Needs arising within classroom setting. * School Development Plan Priorities. * Discussion with Teacher-Tutor.   At a later stage, targets may arise from:   * Reflection on previous practice. * Classroom observation and feedback. | What do I have to do to make this happen?  Consider:   * Planning. * Teaching Strategies. * Timing. * Collaboration with Teacher-Tutor and other teachers – HOD/Key Stage ­ subject co-ordinators. * EA support. | What support will I need to help me implement my targets?  Consider:   * Induction Programme. * Assistance given by teacher tutor/HOD/Key Stage co-ordinator. * Advice and guidance from EA. * Classroom assistants. * Other external support. * Appropriate resources. | What do I expect my targets to achieve?  Consider:  The specific improvements, skills, knowledge and learning outcomes for:   1. my pupils; and 2. my own professional learning – the impact on my teaching and classroom management. | How will I monitor and evaluate progress? Consider: How & When.   * Induction Reflection/Self-evaluation of practice. * Teacher-Tutor / Principal / Head of Department classroom observation. * Regular monitoring / assessment of pupils’ work. * Regular meetings with my Teacher-Turor / Head of Department.   The Development of my Portfolio   * CEP. * Induction Action Plan. * Feedback from Principal /Teacher-Tutor / Head of Department re classroom observation. * Record of engagement in professional learning and development feedback from regular meeting monitoring progress. * 2 examples of planning. * 3 samples of pupils’ work. * Extra-curricular activities. * Induction Reflective Reports. * Interim report. * Summative report. * Certificate/letter confirming successful completion of induction. **NB Copy of certificate/letter to be sent to GTCNI**. |

## Interim Review Report

School

Date

Signed (Induction teacher)

TR Number

Signed (Teacher-Tutor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counter-signed (Principal)

*NB: Complete as an outcome of joint discussion between ECT and Teacher- Tutor, with reference to the first Induction Action Plan, the core values and the teacher competences (see Section 2 of Handbook).*

**Review of progress with area(s) for development & target(s)**

1. Achievements and area(s) of strength
2. Area(s) for continued professional development as shown in Induction Action Plan

## Summative Report on Induction

School

Date

Signed (Induction teacher)

TR Number

Signed (Teacher-Tutor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counter-signed (Principal)

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

1. Achievements and area(s) of strength
2. Area(s) for continuing professional development
3. Interim plans for focusing early professional development

Recommended for Successful Completion of Induction Yes / No

(Please delete as appropriate)

## Record of Professional Learning during Induction

|  |  |  |
| --- | --- | --- |
| Date | Focus | Action taken as a result of participation |
|  |  |  |

* 1. ***Wording for the completion of induction***

The Board of Governors confirms, on the recommendation of the principal and in the light of a satisfactory report on induction which meets the criteria for the completion of induction described in the Teacher Education Partnership Handbook, that:

## Name of induction teacher

***TR number***

has completed the induction stage of teacher education, and may begin early professional development.

***Signed (Principal)***

***Date***

**Signed *(Chairman)*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(on behalf of Board of Governors)**

**School Name**

**Date**

A copy of this certificate of completion has been:

* given to the ECT;
* retained by the school; and
* sent to the General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast BT2 7AF.
  1. ***Example of a Primary School Induction programme***

# **June**

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

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

# **First Term - August**

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

1. information given about lunch times, break duty, directed time - daily routines, etc. (e.g. roll-call, money collection);
2. class list given - information about pupils passed from previous teachers - written and oral;
3. help given with organisation of reading and maths groups;
4. materials and resources allocated e.g. structured play materials, reading books, etc.;
5. advice given about seating arrangements and lay-out of desks - organisation of class;
6. help given with drawing up a time-table fitting in PE, TV, radio programmes, etc.;
7. advice given about pupils with learning/behavioural problems; and
8. weekly ½ hr-¾ hr meetings between teacher-tutor and ECTs arranged for first term of school year.

**September - October**

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

First meeting - opportunity for ECTs to ask questions and air concerns. Advice given, practical help where applicable. For example, arrangements to talk to maths coordinator, art coordinator, etc. Opportunity for teacher-tutor to discuss classroom management / discipline and offer advice on lesson planning - teacher brings plans to each meeting. Subsequent meetings during first half-term deal with immediate problems ECTs face, as well as ensuring that they are made aware of school policy on homeworks, discipline and pastoral care arrangements. Help and preparation given to parental interviews. Discussion on Career Entry Profile and discussion on induction action plan.

**November - December**

* Helping with assessment and record keeping to ensure progression for the pupils;
* Managing the breadth of the curriculum;
* Which subject do you need most help with;
* Integrating the use of ICT;
* Making arrangements about Christmas shows, etc.

**Second Term (January - February) (meetings reduced to fortnightly)**

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

**March - April**

Meetings this half term tend to focus on the needs of the ECTs, depending on progression made and competences achieved. This is an individual programme and time is spent on getting the ECTs to evaluate their work and self-review.

Also, as the teachers get to know their pupils better, more time is spent on looking at achievement, behavioural and emotional problems of individual pupils within groups.

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

**Third Term (May - June) (further reduction in meetings)**

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

* Continue to build skills; using evaluation skills, in positive ways, to improve performance. Looking towards next year and making decisions about what help / support will be needed and where.
* Strengths of ECTs - how can these be shared with the rest of the staff? If possible, arrange for ECTs to see others at work, and vice-versa, where good practice is being passed on.
* Principal, teacher-tutor and ECTs arrange time for class visits. Principal usually visits again this term.
* Teacher-tutor, depending on current role within schools, makes one visit this term.
* Principal, teacher-tutor and ECT agree focus of visits. Follow-up discussions and plans of further action to take place afterwards.
* Completion of summative report on induction.
* Support with the selection of possible focused activities for EPD.

## Example of a Post-Primary School Induction Programme

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

*Aims*

1. To provide new staff with an introduction to the aims and values of the school with the intention of creating an awareness of the ethos of the school.
2. To introduce new staff to the organisation and administration of the school.
3. To introduce new staff to personnel responsible for key duties within the school. In addition, staff will be made aware of the particular approach adopted by the school.
4. To provide support for ECTs experiencing particular difficulties in settling into a new environment.
5. To integrate ECTs into the staff with the maximum support available for new personnel.
6. To provide additional support for ECTs by addressing key pedagogical issues.

*Framework for Achieving Aims*

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

1. Regular induction meetings attended by senior management and all new staff;
2. Induction meetings involving key personnel, responsible for organisational and administrative areas within the school;
3. Individual teacher/SLT meetings where appropriate;
4. Individual departmental induction programmes;
5. Individual teacher/Principal meetings, where appropriate;
6. Staff handbook.

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

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

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

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

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

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

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

*A Programme for policy implementation*

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

The ECT should be made aware of the:

* pupil register and absentee procedure
* form class organisation
* the school day
* day one of term - timetable
* school rules
* day one of term - uniform
* homework diaries
* remainder of day
* staff duty rota
* ICT
* clerical staff
* technical staff
* staff timetable difficulties
* staff absenteeism and cover

*Induction Meetings*

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

**Meeting One - Mid September**

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

Focus of the meeting:

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

**Meeting Two - Mid October**

Focus of the meeting:

* Role of head of year, liaison with form teachers;
* Role of head of department and subject teachers;
* Parents consultation.

**Meeting Three - Mid November**

Focus of the meeting:

* Teacher duty rota;
* Detention system;
* Internal Examination system;
* Reporting system;
* Staff absenteeism and cover.

**Meeting Four - Mid December**

Focus of the meeting:

* Special Events (prize day, open evening, carol service);
* ICT systems.

**Meeting Five - Mid January**

Focus of the meeting:

* External examinations;
* Educational visits.

**Meeting Six - Mid February**

Focus of the meeting:

* Sixth form provision facilities.

**Meeting Seven - End of March**

Focus of the meeting:

* Reporting and assessment.

**Meeting Eight - Mid April**

Focus of the meeting:

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

**Meeting Nine - End of May**

Focus of the meeting:

* Staff development arrangements;
* Discussions of concerns and evaluation forms.

**Meeting Ten - End of June**

Focus of the meeting:

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

# **EARLY PROFESSIONAL DEVELOPMENT (EPD): MANAGING AND CO-ORDINATING EPD IN SCHOOLS**

## Introduction and objectives of EPD

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

5.2 Professional development for teachers is about enhancing pupil learning through:

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

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

5.4 Similar to the induction stage, the EPD stage is not an option but an essential part of further professional learning in which all teachers are required to participate (reference: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987).

5.5 All teachers who have completed induction are required to register with the EA to access professional learning to support EPD.

## EPD: the programme

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

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

* focus on teaching and learning;
* include ICT.

5.8 Each focused activity should engage the teacher in:

* relevant background reading;
* reflective thinking;
* planning;

and, subsequently, following a period of teaching:

* monitoring,
* reviewing,
* discussing,
* evaluating,
* compiling a portfolio of evidence, keeping a log of events and a brief evaluative summary, and
* writing up the work done.

## EPD: the process

5.9 The ECT should begin the process of reflection by considering his/her professional needs in the context of the school and the class(es) s/he teaches. Note guidance on undertaking and completing PDA later in this section.

## Tutorial support for ECTs in EPD

5.10 The ECT will require advice and support from a number of experienced teachers who have special expertise to offer. It is essential that this advice and support are coordinated effectively through a trained teacher-tutor. EPD should be an integral part of the school’s staff development policy.

5.11 The principal will need to ensure that there are appropriate arrangements to help the ECT to:

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

5.12 The main responsibilities of the principal are to:

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

**The role of teachers in providing tutorial support**

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

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

5.14 The experienced teacher who is providing tutorial support should:

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

5.15 The experienced teacher who is providing tutorial support should:

* + - * set time aside to have discussion with the ECT in an atmosphere of total attention;
      * facilitate and manage the ECT’s progress through frequent and regular contacts, observation, and feedback on his/her teaching and on the pupils' learning;
      * assist the ECT to analyse teaching, set goals, and evaluate;
      * monitor the ECT’s progress, and help him/her to develop an individual action plan;
      * be a firm advocate to all in authority on behalf of the ECT;
      * articulate their own good general practice and continuously update their own professional knowledge;
      * develop and use a network of contacts, both to enlarge the ECT’s experiences and to enable him/her to draw on a range of sources from which to learn.

*The role of the wider educational network*

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

5.17 This network can comprise:

* + - * other teachers in the school including, for example, heads of department/heads of key stages/subject and cross-curricular theme co-ordinators/special needs

co-ordinators, year heads and form teachers; principal and other senior managers;

* + - * other ECTs in the immediate area;
      * EA;
      * school library service;
      * psychology service;
      * social services;
      * Council for the Curriculum, Examinations and Assessment (CCEA);
      * Council for Catholic Maintained Schools (CCMS), if applicable;
      * other external agencies, when applicable; and
      * subject specialists, for example, in other schools, and further and higher education institutions.
  1. ***Structure of a Professional Development Activity (PDA)***

**Section A**

**Completed by the Early Career Teacher**

# **PERSONAL DETAILS**

DE Teacher Reference Number

*Enter your Department of Education Teacher Reference Number here.*

Teacher’s Name

*Enter your full name here.*

Name and Address of School

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

Name of Main Teacher-Tutor

*Enter the full name of the teacher–tutor who will be responsible for your PDA.*

Name of School Principal

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

PDA 1 or 2

*State whether this is your first or second PDA*

*The two PDAs should focus on teaching and learning with the inclusion of educational technology (ICT) to support both areas.*

Date of beginning this PDA

*Enter the date you started work on this PDA.*

**My professional needs as a teacher**

School Priorities

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

Departmental or Key Stage Priorities

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

My Professional Needs in the Context of these Priorities

*Identify here the priority which you feel is an appropriate focus for this PDA. Take account of:*

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

# **PDA DETAILS**

Phase

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

Topic

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

Focus of PDA

*What do you expect your pupil(s) to achieve as a result of your teaching?*

Purpose of PDA

*How do you expect to develop as a teacher, as a result of reflecting on your own practice?*

School Sourced Information / Background Reading

*Within this section you should find out, as appropriate, information about:*

* *your subject;*
* *relevant curriculum requirements;*
* *appropriate teaching strategies;*
* *abilities of the pupil(s);*
* *pastoral issues;*
* *classroom management; and*
* *school policies, etc.*

*This could be sourced from background reading, expertise of school colleagues and the wider educational community, baseline information in relation to pupils, etc. When textbooks, journals, etc., are used the appropriate references should be included, e.g. author, date, title, publisher, pages. You may present your findings either as a short piece of prose or in bullet point format.*

**RELATED CORE VALUES AND COMPETENCES**

Consideration should be given to the GTCNI’s Core Values and Competences. It is recommended that you identify and focus on the competences that are appropriate to your PDA and which you will refer to in the final section **‘Reflecting on My Practice’.**

**Planning For Learning**

Class, Pupil or Group(s) of Pupils

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

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

Timescale and Relationship with Scheme of Work

*Where does the PDA fit into your existing scheme of work/unit of work or plan? A cycle will usually extend over several weeks.*

Intended Learning Outcomes

*Make a concise statement of the intended learning outcomes for pupils.*

Content

*Briefly outline what you are going to teach.*

Teaching Strategies

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

*Resources (including ICT)*

*Outline the resources (digital and non-digital) you will use to carry out this cycle,*

*Clear reference should be made to how the use of ICT may enhance pupil learning.*

**Evidence You Will Use To Monitor Learner Progress**

*Record here the evidence you will collect to enable you to monitor the progress of the pupil(s).*

*Choose a maximum of three sources.*

*One source of evidence should be from at least two agreed formal observations accompanied by written feedback from your recognised supporting teacher.*

*Other sources of evidence could include:*

* *lesson plans and schemes of work;*
* *observation/written assessments of pupil learning;*
* *digital recordings of teaching;*
* *pupils’ work, including evidence of the use of ICT by pupils;*
* *teaching materials (commercial and those individually designed);*
* *pupil feedback e.g. recorded interviews and/or questionnaires; and*
* *photographs.*

*All evidence must be annotated and relate to your focus, purpose, topic and competences.*

1. State the Source of Evidence 1
2. State the Source of Evidence 2
3. State the Source of Evidence 3 Log of Significant Incidents

*This will contain notes of any significant incident(s) which challenge you to think more critically about pupil learning and your role in the learning process. You will be required to comment in detail on your observations during your reflection.*

**My plans have been discussed and agreed by**

Name

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

Date

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

Teaching

*You should now begin to teach the lessons you have planned. Remember to agree the format, focus and time of your observation with your supporting teacher.*

Reviewing

*Discussion of Evidence with Recognised Supporting Teacher.*

**REFLECTING ON MY PRACTICE**

This section should draw together your main findings with reference to supporting evidence and your logs of significant incidents.

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

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

# **DATE OF COMPLETION OF PDA**

**INDEX OF EVIDENCE**

You should retain the evidence you collected and used to review your PDA.

* 1. ***Quality Assurance of the PDA***

# **SECTION B**

**To be completed by the school**

Teacher name:

Teacher Reference Number:

The principal, in joint discussion with the EPD teacher and the teacher-tutor, should complete this section.

Please comment on the extent to which the following have been achieved.

**Planning**

The PDA should ensure that:

1. The focus and purpose of the PDA were clearly stated.
2. The professional needs of the teacher were clearly identified and, if appropriate, related to the school’s priorities, key stage/departmental priorities.
3. The competences were related to the focus.
4. The planning for learning was effective and appropriate to the needs of the pupils.

|  |
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|  |

**Learning and Teaching**

|  |  |
| --- | --- |
| 1 | Through observation and discussion what evidence is there that pupils were engaged |
|  | in the learning process? |
| 2 | What evidence is there that the teacher is developing the identified competences? |

|  |
| --- |
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**Reviewing and Reflecting**

1. Throughout the EPD process the teacher is developing as a critical, reflective practitioner.
2. The EPD teacher has been encouraged to engage in a process of professional dialogue with other members of staff.

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**Core Values**

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

|  |
| --- |
|  |

**Areas for Development**

Please identify areas for development linked to:

* planning;
* teaching; and
* reviewing and reflecting.

|  |
| --- |
|  |

Recommended for successful completion of this stage Yes / No

EPD teacher’s signature:

Teacher-tutor’s signature:

Principal’s signature:

Date:

## Statements to assist with Quality Assurance of the PDAs

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

## Completion of the EPD Process

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

* 1. ***Confirmation of completion of the first professional development activity***

**Name of Early Career Teacher** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher’s Reference Number**

has successfully completed the first PDA of Early Professional Development. The first PDA focused on:

and enabled the teacher to reflect his/her effectiveness in relation to:

ICT was included in order to:

This PDA was completed between *(date)* and *(date).*

The ECT was supported, within the school, by:

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

who provided quality assurance for Early Professional Development as outlined in Section

5 of the Teacher Education Partnership Handbook.

**Signature (Principal)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature (Chairman)**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(on behalf of the Governors)**

**School name**

**Date**

## Wording to confirm the completion of the EPD stage

The Board of Governors confirms, on the recommendation of the principal, that,

**Name of Early Career Teacher**

**Teacher’s Reference Number**

has successfully completed Early Professional Development.

**The first Professional Development Activity focused on:**

and enabled the teacher to reflect his/her effectiveness in relation to:

ICT was included in order to:

This PDA was completed between *(date)* and *(date).*

**The second Professional Development Activity focused on:**

and enabled the teacher to reflect his/her effectiveness in relation to:

ICT was included in order to:

This PDA was completed between *(date)* and *(date).*

The completed professional learning activities are available to the Board of Governors.

The ECT was supported, within the school, by:

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

who provided quality assurance for Early Professional Development as outlined in Section

5 of the Teacher Education Partnership Handbook.

**Signature (Principal)**

**Date**

**Signature (Chairman)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(on behalf of the Governors)**

**School name**

**Date**

A copy of this certificate of completion has been:

* given to the ECT;
* retained by the school; and
* sent to the GTCNI, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast BT2 7AF.

1. St Mary’s University College Belfast, Stranmillis University College, Queen’s University Belfast and Ulster University. [↑](#footnote-ref-1)
2. https://gtcni.org.uk/cmsfiles/Resource365/Resources/Publications/The\_Reflective\_Profession.pdf [↑](#footnote-ref-2)
3. 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-3)
4. This takes into account Irish Medium Education courses. [↑](#footnote-ref-4)
5. HEIs may use internal or external examiners for the purpose of ensuring quality assurance. [↑](#footnote-ref-5)
6. This may be the school principal, the vice-principal, the teacher-tutor or another senior member of staff, depending on the school. [↑](#footnote-ref-6)
7. Page 9, [Learning Leaders](https://www.education-ni.gov.uk/publications/teaching-professional-learning-strategy). [↑](#footnote-ref-7)
8. It is recognised that there will newly-registered teachers who have undertaken their initial teacher education in other jurisdictions, and will therefore not have a Career Entry Profile completed. [↑](#footnote-ref-8)
9. Paragraph 3 (5) (b) of Schedule 3 of the Teachers’ (Terms and Conditions of Employment) Regulations (NI) 1987 refers. [↑](#footnote-ref-9)
10. Paragraph 9 (b) of Schedule 1 of the Teachers’ (Terms and Conditions of Employment) Regulations (NI) 1987 refers. [↑](#footnote-ref-10)