

# THE TEACHER EDUCATION PARTNERSHIP HANDBOOK

(2024 Edition)

VERSION 2.4





Department of  
**Education**  
[www.education-ni.gov.uk](http://www.education-ni.gov.uk)



List of abbreviations and acronyms used throughout this document:

**Abbreviation    Meaning**

BEd	Bachelor of Education degree
BoG	Board of Governors
CCEA	Council for the Curriculum, Examinations and Assessment
CCMS	Council for Catholic Maintained Schools
CEP	Career Entry Profile
CnaG	Comhairle na Gaelscolaíochta
DE	Department of Education
DoH	Department of Health
EA	Education Authority
ECT	Early Career Teacher
EPD	Early Professional Development
ETI	Education and Training Inspectorate

**Abbreviation    Meaning**

GTCNI	General Teaching Council for Northern Ireland
HEI	Higher Education Institution
HOD	Head of Department
ICT	Information and Communication Technologies
ITE	Initial Teacher Education
NIC	Northern Ireland Curriculum
PDA	Professional Development Activity
PGCE	Postgraduate Certificate in Education
PRSD	Performance Review and Staff Development
SDS	School Development Service (with the EA)
TPL	Teacher Professional Learning
UCETNI	Universities' Council for the Education of Teachers (NI)

Links to all publications referenced in this document are provided in Section 6 - **"Useful Publications / Websites"**.

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## 1 Introduction

- 1.1 The handbook provides an overview of the key stages of professional learning for student teachers and newly qualified teachers / early career teachers<sup>1</sup>. This begins with Initial Teacher Education (ITE), where students undertake school experience, progressing to Induction and Early Professional Development.
- 1.2 The successful completion of each of these stages (as shown in the infographic on page 7) requires a partnership-based approach. This handbook has therefore been developed in partnership by the Department of Education, the Education Authority (EA), the General Teaching Council for Northern Ireland (GTCNI), the four Higher Education Institutions (HEIs) in NI<sup>2</sup>, the Universities' Council for the Education of Teachers (NI) (UCETNI), the Council for Catholic Maintained Schools (CCMS), Comhairle na Gaelscolaíochta (CnaG), the Education & Training Inspectorate (ETI) and a number of teacher practitioners.
- 1.3 The Department's [Corporate Plan 2023-28](#) ('Every CHILD') includes the following vision: **'Every child and young person is happy, learning and succeeding'**. In order to achieve this, the Department has undertaken to 'deliver a highly skilled, motivated and high-functioning education workforce, which is provided with adequate support and training to enable it to meet the needs of every learner and stakeholder it serves'.
- 1.4 Supporting the development needs of the education workforce is key. The focus of this is the ongoing implementation of the Department's [Strategy for Teacher Professional Learning, 'Learning Leaders'](#), to empower teachers to meet the increasingly challenging educational needs of children & young people today.



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- 1 A Summary of the Key Stages of Professional Learning for Student Teachers and Early Career Teachers is provided in Section 7 of this document.
- 2 St Mary's University College Belfast, Stranmillis University College, Queen's University Belfast and Ulster University.

- 1.5 ITE represents the initial stages of a teacher's professional learning, and teachers continue to learn and develop professionally as they progress as Early Career Teachers (ECTs), supported by induction, early professional development and beyond.
- 1.6 The HEIs use a common approach to ITE, based on the teacher competences as outlined in the GTCNI's ['Teaching: the Reflective Profession'](#). These competences then underpin teacher professional learning. Effective links across initial, induction and early professional development enhance this experience and encourage teachers to develop their critical, reflective practice in order to improve their teaching and the quality of pupils' learning.
- 1.7 As the early career teacher grows in competence, the focus of development shifts progressively, through early professional development, from learning how to teach, to thinking about teaching, and finally, to thinking about the pupil's learning. Such reflective practice is characterised by an open, informed, critical dialogue amongst all the partners, combined with support from experienced practitioners.
- 1.8 Through ITE, Induction and Early Professional Development the aim is to develop teachers who employ their competences to:
- ▶ conscientiously work to develop the learning potential of all pupils, employing a wide range of strategies which respect their learners' uniqueness, individuality and needs;
  - ▶ critically reflect upon their work and strive for improvement;
  - ▶ achieve a professional awareness of the importance of teachers and the positive contribution they make to learning;
  - ▶ build strong school communities that develop and sustain effective relationships with parents/ carers, governors and community organisations; and
  - ▶ focus on pastoral care and the holistic development of children & young people.

# Infographic of Teacher Professional Learning Stages

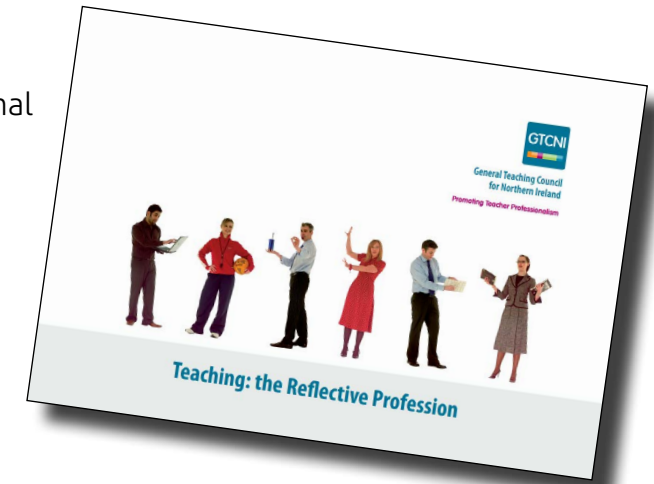
The following sets out the relationship between a teacher’s Initial Teacher Education, Induction, Early Professional Development and Continued Professional Learning.

Initial Teacher Education	Eligible to Teach	Year 1	Years 2 & 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 development activities focusing on curriculum, management and education technology	Performance Review and Staff Development (PRSD)
<b>Lead Partner</b>				
Higher Education Institutions (HEIs)		Education Authority		Schools
<b>Support Partners</b>				
Schools and Education Authority		Schools and HEIs		Education Authority and HEIs



## 2 Core Values and Teacher Competences

- 2.1 Teachers shape the future of society through their work with children & young people. In discharging this responsibility, teachers are guided by a set of values which effectively shape lives.
- 2.2 'Teaching: the Reflective Profession' echoes this responsibility, combining a Code of Values and Professional Practice with a set of 27 Teacher Competences.
- 2.3 The core values of the profession are Trust; Honesty; Commitment; Respect; Fairness; Equality; Integrity; Tolerance and Service.
- 2.4 The teacher competences are then set out under three broad headings:



- ▶ **Professional Values and Practice** – through which teachers should demonstrate that they understand and uphold the core values.
- ▶ **Professional Knowledge and Understanding** – teachers will have developed a knowledge and understanding of:
  - Contemporary debates about the nature and purposes of education;
  - Learning areas/subject(s) they teach including strategies to improve literacy, numeracy and thinking skills; and up-to-date curricular, subject and pedagogical knowledge and contribution to NIC;

- Sufficient linguistic and pedagogical knowledge to teach the curriculum in bilingual contexts;
- Curriculum development processes, including planning, implementation and evaluation;
- Factors that promote and hinder effective learning;
- Range of strategies to promote and maintain positive behaviour;
- Need to take account of pupils' cultures, languages and faiths;
- Responsibilities under the Special Educational Needs Code of Practice;
- Communicating effectively with pupils, parents and colleagues;
- Using ICT effectively;
- Interrelationship between schools and the communities they serve and the potential for mutual development and wellbeing; and
- Statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.

► **Professional Skills and Application** –

Planning and Leading:

- Set appropriate objectives/outcomes/intentions, taking account of pupils' knowledge & understanding and the demands of the NIC;
- Plan and evaluate lessons that enable all pupils to meet learning objectives and outcomes;

- Deploy, organise and guide the work of other adults to support pupils' learning.
- Plan for out-of-school learning, including visits and field work; and
- Manage time and workload effectively.

#### Teaching and Learning:

- Create and maintain a safe, interactive and challenging learning environment;
- Use a range of strategies and resources to facilitate learning;
- Employ strategies that motivate and meet the needs of all pupils;
- Secure and promote a standard of behaviour that enables all pupils to learn; and
- Contribute to the life and development of the school.

#### Assessment:

- Focus on assessment for learning by monitoring progress, giving constructive feedback to improve learning;
- Select from a range of assessment strategies to evaluate learning;
- Assess levels of attainment against relevant benchmarking data, understanding relationship between pupil assessment and target setting; and
- Engage effectively with parents/carers on their child's progress and achievements.

**The Teacher Competences and Phase Exemplars**

2.5 In presenting the competences, along with the phase exemplars<sup>3</sup>, 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.

2.6 The 27 competence statements are set out in [‘Teaching: the Reflective Profession’](#) (pages 17 to 43).

3 A ‘phase exemplar’ sets out what is expected of a teacher at each stage of teacher education (ITE, Induction, etc.) in relation to each professional competence.

### 3 Initial Teacher Education: Partnership between the Higher Education Institutions, Schools and the Student Teacher

- 3.1 The HEIs provide ITE programmes through the undergraduate Bachelor of Education degree (BEd) and Postgraduate Certificate in Education (PGCE) courses. Upon successful completion students are eligible to apply for registration with the General Teaching Council for Northern Ireland (GTCNI).
- 3.2 Central to all of these programmes are the periods of school experience (delivered via the student teacher placement process) alongside the acquisition of the professional competences, some of which can best be developed during school experience.
- 3.3 Schools and HEIs have therefore complementary roles in ITE with each having a distinctive contribution to make to the education and professional learning of student teachers. Effective partnership working between them is essential.
- 3.4 As student teachers progress through their courses, the demands placed on them during school placements will increase. Early on, students will become familiar with school routines and systems, they will have opportunities to observe and understand classroom practices and, where appropriate, assist class teachers in planning and teaching lessons and working with both small groups and whole classes. As the course progresses, students will, under the guidance of class teachers, assume greater responsibilities, with emphasis given to planning, teaching and assessing pupils' learning, and to developing the full range of classroom competences.

#### Roles and Responsibilities

##### HEIs

- 3.5 Within their institutions, HEIs will support the development of the student teacher's professional skills and knowledge and co-ordinate the institution-based work with the school experience.

- 3.6 HEIs will prepare the students in advance of school experience, providing general support and guidance and liaise with the partnership school on the placement. HEIs then oversee the school experience, assigning a 'University Tutor' to student teachers who regularly liaise with the Principal, the school teachers responsible for the placement (the 'Teacher Tutors') and the class teachers working directly with the students.
- 3.7 The University Tutor will:
- ▶ Before the start of each stage of school experience give written information about the student teacher, confirming their name and (where relevant) the year of the student's course; duration and scope of previous school experience; outline of what they have studied in the HEI and expectations from the student for the experience;
  - ▶ Deal with any issues which may arise during the student's placements;
  - ▶ Monitor the student teacher's school experience, with the aim of ensuring standardisation and quality assurance<sup>4</sup>;
  - ▶ Support the student teacher in developing subject application, classroom teaching skills and an understanding of how pupils learn;
  - ▶ Arrange observation of the student teacher's classroom work and provide regular feedback to help the student critically reflect on their progress to identify strengths and development needs; and
  - ▶ Assess competences and professional qualities.

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4 HEIs may use internal or external examiners for the purpose of ensuring quality assurance.

## Schools

- 3.8 The student teacher will be introduced to the broad life and work of the school, supported by a Teacher Tutor who will assist, advise and encourage the student teacher during their time on placement. Teacher Tutors may also undertake a joint observation of a sample lesson with the University Tutor.
- 3.9 A wide range of experiences should be provided (not confined solely to the classroom) which will include:
- ▶ Observation of a variety of teachers and a range of teaching styles;
  - ▶ Teaching a range of classes appropriate to their phase and specialist area;
  - ▶ Further development of the competences and qualities identified between the school and the HEI as relevant to the period of school experience;
  - ▶ Access to normal school resources to support teaching and learning; and
  - ▶ Opportunities to engage in the broader life of the school to gain insight into the breadth of responsibilities carried out by teachers.
- 3.10 Within the school, class teachers/heads of departments will:
- ▶ Support the development of subject application, classroom teaching skills and an understanding of how pupils learn;

- ▶ Plan/teach lessons jointly with the student teacher;
- ▶ Observe the student teacher's work, providing regular feedback to assist in the identification of strengths and development needs; and
- ▶ Liaison with the Teacher Tutor, University Tutor and student teacher on progress.

### Student Teacher

3.11 The student teacher is an active participant in the partnership and their attitude, behaviour and commitment during school experience are as important to its success as the activity and professionalism of the HEI and school staff, as follows:

- ▶ The authority of the School Principal extends to the student on placement;
- ▶ Before the school experience starts, or the first morning, time should be arranged for the student to meet the designated member of staff<sup>5</sup> within the school;
- ▶ Remain in the school for the whole of every placement day, unless agreed with the Principal and University Tutor;
- ▶ Adhere to the conventions of dress and personal appearance which are observed by teachers in the school;

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5 This may be the School Principal, the Vice-Principal, the Teacher Tutor or another senior member of staff, depending on the school.

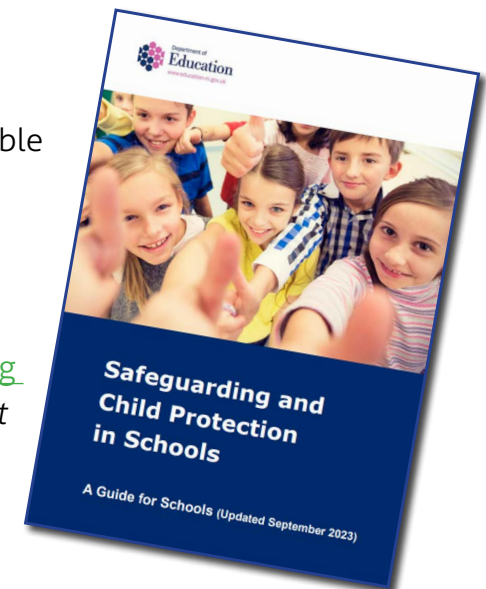


- ▶ Adopt of the patterns of communication that set pupils a good example, and that are appropriate for the teaching profession;
- ▶ Consult with the Teacher Tutor or class teacher about such topics as schemes of work, lesson plans, teaching and learning resources, teaching aids, equipment, and classroom management procedures;
- ▶ Seek advice from the class teacher about the planning, preparation and delivery of their lessons, and feedback from them on their teaching of the lessons;
- ▶ Know and adhere to, the Department of Education's [Safeguarding and Child Protection in Schools – A Guide for Schools](#) (updated September 2023) – in particular, section 4.8 (Conduct of Staff); and
- ▶ Return all resources (including pupils' personal data) made available for their use by the school at the end of school experience.

### Characteristics of Effective Partnerships

3.12 In line with the Department's Strategy for [Teacher Professional Learning – "Learning Leaders"](#) – which highlights that "*effective policies are best developed by collaborative working*", partnerships are effective when:

- ▶ The school and HEI actively recognise that ITE is a shared responsibility;



- ▶ Schools are involved in (i) the planning of the course, (ii) setting objectives for school experience, and (iii) selecting students for the course;
- ▶ Roles of the partners are clearly defined, well understood, and implemented;
- ▶ The University Tutor, Teacher Tutor and class teacher(s) have received advice in skills such as classroom observation, the development of classroom competences, and how to recognise progression in the acquisition of competences;
- ▶ The school undertakes regular, sustained classroom observation of the student teacher's teaching, and gives the student feedback and guidance;
- ▶ 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;
- ▶ The programme of ITE is carefully coordinated, and all aspects are complementary;
- ▶ School experience focuses on those competences best developed in school;
- ▶ There are procedures (known to and agreed by all) for dealing with difficulties;
- ▶ Assessment includes the regular monitoring, by the University Tutor and the school, of the development of the student teacher's teaching competences; and
- ▶ All the arrangements are supported by robust quality assurance procedures.

## Assessment

- 3.13 Whilst at University, the HEI will build up sufficient knowledge of each student teacher, to identify strengths and development needs as well as any concerns, 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. The class teacher(s) will provide feedback (which may be oral and/or written) on the student to inform the University Tutor(s) assessments of school experience.
- 3.14 Assessment of the school experience is divided into two main stages:
- ▶ **Formative** - in which progress and achievement are continuously monitored; and
  - ▶ **Summative** - resulting in a formal statement of what has been achieved at the end of the course, and contributes to the Career Entry Profile (CEP).
- 3.15 The HEI, the student and the school all contribute to the Formative Stage:
- ▶ **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, discuss, and agree a Formative Profile Report on their work with their University Tutor (see template on pages 19-20).
  - ▶ **Teacher-tutors** are expected to support the student teachers in a mentoring and pastoral capacity, in collaboration with other members of staff. 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, collaborating with the University Tutors in discussing the students' teaching plans. They may undertake joint observations with the University Tutor(s) of the students' classroom work in considering what pupils have achieved. The schools provide an end-of-placement summary report to the HEIs.

- ▶ **University 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.

- 3.16 The HEI and the student make the main contributions to the Summative Stage and results in a CEP for each student (see template on pages 18-22). This profile is completed jointly by the HEI and the student teacher and provides 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 and will be regularly updated as the basis for career-long Teacher Professional Learning (TPL).
- 3.17 This stage also includes a formal decision by University Tutors on whether the 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**

- 3.18 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.

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

### Purpose of the Career Entry Profile

- 3.20 The CEP in Northern Ireland provides a summary of an ECT's ITE and helps them prepare for the Induction period as follows:

- ▶ Helping them to focus / reflect on the achievements and goals in the early stages of their teaching career;
- ▶ Helping them to engage in collaborative discussions when planning how to meet their professional learning needs; and
- ▶ Providing a link between ITE and the school(s) where they undertake Induction.

- 3.21 Student teachers will be aware of the importance of reflective practice in helping them 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 an ECT's growing professional competence within a school-based community of practice.

- 3.22 ITE in NI is competence based and the professional competences acquired during ITE are further refined during Induction. This enables ECTs to further develop their professional competences, applying them to the pupil and classroom context with ongoing evaluation and adaptation.
- 3.23 This should also be informed by the six 'dimensions of development' as outlined in the GTCNI publication, 'Teaching: the Reflective Profession', and stated again within the CEP template.
- 3.24 During the Induction period, an ECT's professional practice, within a school-based community of practice, will become increasingly competent as evidenced by:
- ▶ Level of engagement with colleagues and the ability to establish relationships as a basis of professional identity and collaborative participation;
  - ▶ Ability to understand the school as a community, take some responsibility for it and to contribute to its ongoing development; and
  - ▶ Ability to draw on, and contribute to, the collective experiences of the school community as part of the ECT's professional practice.
- 3.25 Student teachers should be at the centre of the process that looks at their professional learning needs as new practitioners, and they should respond positively to all the competence areas identified in this profile. However, teaching is a collaborative profession and ECTs will need to work closely with their University Tutor and professional colleagues in the EA's School Development Service (SDS) as well as their Teacher Tutor on the professional development priorities that their CEP profile identifies.

3.26 The CEP has the following benefits:

▶ It helps ECTs to:

- Identify their professional learning needs;
- Prepare for meetings with their Teacher Tutor;
- Meet the professional learning needs as they begin their teaching career; and
- Begin thinking about their Induction Action Plan.

▶ It helps the HEI / ITE provider to:

- Prepare ECTs for an active role in the school-based community of practice where they undertake Induction.

▶ It helps the school to:

- Understand the ECT's strengths and experiences by the end of ITE; and
- Support professional learning during Induction.

## Formative Profile Report - Template

<b>Name of Higher Education Institution:</b>			
<b>Student's name:</b>			
<b>Initial Teacher Education Course (e.g., BEd, PGCE):</b>			
<b>Stage of course which student has reached:</b>			
<b>School type (e.g., nursery, primary, post-primary):</b>			
<b>Main subject(s):</b>			
<b>Partnership placement school(s):</b>			
<b>Signature of HEI representative:</b>			
<b>Signature of student:</b>		<b>Date:</b>	



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)

## Career Entry Profile - Template

### Section A:

#### Summary of the Early Career Teacher's (ECT) Initial Teacher Education (ITE)

<b>Name of Early Career Teacher:</b>			
<b>'A' Level/Equivalent Qualifications:</b>			
<b>Degree Qualifications:</b> <i>Please specify all undergraduate degree modules, other than ITE qualifications:</i>			
<b>Additional Relevant Qualifications:</b>			
<b>Relevant Employment / Work Experience prior to ITE:</b>			
<b>ITE Provider:</b>			
<b>Title of ITE Course:</b>		<b>Date of Completion:</b>	
<b>Length of Course:</b>		<b>Age Range of Pupils:</b>	

School Experience

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

<b>Specific Projects Undertaken:</b> e.g., classroom-based research, school-based projects, dissertations, work with special needs pupils.	
<b>Extra-Curricular Activities during School Experience:</b>	

<b>Signature of HEI Representative:</b>		<b>Date:</b>	
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## Section B:

### Competence Development during Induction

In this section of the CEP, the University Tutor will, as a starting point, agree a brief summary (both formative and summative) of the ECT's current areas of strength in relation to their professional competence, as well as helping 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'. 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 ECTs to take a long-term view of their professional learning / career planning. The 'prompt' questions that follow will enable them to begin the discussion with their University Tutor before they focus on the detail of the various professional competence areas.

#### Questions to Prompt Discussion:

- ▶ At this stage, what aspect(s) of teaching does the ECT find most interesting and rewarding?
- ▶ What ideas does the ECT have for building on this interest?
- ▶ As the student teacher approaches the end of their ITE course, what do they consider to be their main strengths and achievements as an early career teacher?
- ▶ Give some examples of professional strengths, including those which show how the ECT is meeting the learning needs of pupils.

- ▶ How might the ECT build on these strengths as they move to the Induction stage of their early professional learning?
- ▶ In which areas of teaching would an ECT value further experience of in the future?
- ▶ As an ECT looks ahead to their first post in teaching, they might be thinking about their long-term professional aspirations and goals. Do they have any thoughts at this stage about how they would like to see their career develop?

### The areas of professional competence

In this section of the CEP the ECT agrees, with their University Tutor, both areas of strength (formative and summative) and areas of competence development which need to be a focus for the school-based Induction. This section should consist of both narrative evaluation statements specific to the ECT and clearly expressed areas for further development. Table 1 below is adapted from GTCNI's '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 also taken from GTCNI's 'Teaching: the Reflective Profession'. They emphasise that as the ECT progresses in their career, they will encounter different challenges and expectations. The ECT should also grow in confidence and begin to share their professional experiences with colleagues as well as learn from them. It can also be anticipated that the ECT's 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 the ECT progresses 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 their 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'.

<b>Professional Values and Practice</b>	
<b>Professional Knowledge and Understanding</b>	
<b>Professional Skills and Application</b>	

**Section B2: Priorities for Further Development during Induction**

[To be completed towards the end of the ITE course.]

<b>Professional Values and Practice</b>	
<b>Professional Knowledge and Understanding</b>	
<b>Professional Skills and Application</b>	

<b>Professional Interests and Aspirations (to be completed by Student)</b>			
<b>Signature of HEI Representative:</b>			
<b>Job Title:</b>			
<b>Formative Profile Tutor:</b>			
<b>Signature of Student:</b>		<b>Date:</b>	



## 4 The Induction Stage : Partnership between the Education Authority, Schools and the Early Career Teacher

### Aims of Induction and Effective Use of the Career Entry Profile (CEP)

- 4.1 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 to continue to improve their teaching and the quality of pupil learning.
- 4.2 Induction is therefore integral to the professional development of ECTs in school and involves unique aspects of teaching through both classroom and school focused in-service provision.
- 4.3 The CEP<sup>6</sup> 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 which should inform ongoing development during Induction and Early Professional Development (EPD). Effective use of the CEP means that the ECT will be able to build a strong and coherent framework for personal and professional development.
- 4.4 The CEP is the responsibility of the ECT and 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 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.

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6 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.

### Key Elements of an Induction Programme

- 4.5 Each school should establish an Induction Programme which will be designed to introduce the ECT to the breadth of school life, forming part of the wider Staff Development Programme and be linked to important events in the school calendar. For example:
- ▶ **Introduction to the school** – location and layout of the school building; staffing structure and members; BoG members; dress code; culture of the school e.g. Shared Education/cross-curricular issues.
  - ▶ **Routines** - break/lunch times, assemblies, directed time, school calendar and arrangements for absence.
  - ▶ **School documentation** – general school guidelines/school policies; schemes of work for subjects/department plans; lesson planning/preparation/teaching notes; examination entries.
  - ▶ **Administration** – timetable; teaching accommodation; class/pupil records; school meals administration; record keeping.
  - ▶ **Pupils/Classes** –numbers in school; size of classes; make-up of classes; special needs provision; background information on pupils; pupil pastoral care.
  - ▶ **Areas of additional responsibility** – role of Form Teacher/Head of Department/Co-ordinator; extra-curricular school activities.

- ▶ **Resources** – access to relevant teaching resources and accompanying procedures including ICT; displays of pupil work and reprographic facilities.
- ▶ **Key school personnel and their roles.**
- ▶ **Parental Information** – parent/teacher consultation; contacting parents; skills for communication with parents and report writing.
- ▶ **Pastoral support** – salary/scale and payment process; introduction to the area school is located in; wellbeing needs and support available and Trade Union information.
- ▶ **Opportunities for school-focused professional learning**<sup>7</sup> – for example, observation of effective practice across a range of years, subjects / areas of learning and in the delivery of the NIC; participation in term teaching; evaluation of lessons observed by ECT, taught by ECT, jointly planned by ECT and experienced teacher, jointly taught by ECT and experienced teacher, jointly planned and taught by ECT and experienced teacher; evaluation of pupil activity/interaction – focused evaluation of competence of teacher and lessons; evaluation and assessment of pupil work between experienced teacher(s) and ECT; reflect on teacher documentation – recording systems, reports including those to parents, management systems, personal learning plans and policy documents; evaluation of selection of appropriate resources; review and reflect on classrooms – layout, displays, resources and class libraries; and involvement in and reflection on the benefits of meetings with staff.

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7 This list is neither prescriptive nor exhaustive. Schools may decide on the range of activities appropriate to the needs of the ECTs. The activities may take place in an ECT's own school or in another school, especially where good practice may be observed.

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

- 4.6 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 initial responsibility for agreeing an Induction Programme and an Action Plan with the ECT. The EA offers support for Teacher Tutors in schools and provides opportunities for professional learning. Schools will also be involved in providing support and monitoring and evaluating the Induction Action Plan.
- 4.7 Board of Governors should:
- ▶ Have access to the CEP, following appointment; and
  - ▶ Confirm, on the recommendation of the Principal, that the ECT has completed Induction and may begin EPD.
- 4.8 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 EA professional learning to support Induction;

- ▶ Link Induction and EPD with PRSD and the Staff Development Programme and provide ECT and Teacher Tutor sufficient time to carry out Induction and EPD;
- ▶ Provide opportunities for staff development for the Teacher Tutor; and
- ▶ Monitor and evaluate the school's Induction Programme in conjunction with the Teacher Tutor.

#### 4.9 The Teacher Tutor should:

- ▶ Get to know the ECT professionally and personally;
- ▶ Create an open, supportive and challenging climate, providing pastoral support when needed;
- ▶ Manage and co-ordinate the school's Induction Programme as well as facilitate the ECT's involvement in the EA Induction Programme (a Sample Teacher Tutor Calendar has been produced at the end of this Section of the Handbook, by way of assistance);
- ▶ Prepare an Induction Information File<sup>8</sup> for ECTs, which may include: a job description, school aims, ethos/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 and Code of Practice for Special Needs;
- ▶ Monitor and evaluate progress, through lesson observation and professional dialogue, provide continuous feedback, and, with the ECT, identify development needs and ensure these needs are met;

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<sup>8</sup> This may already exist in another format.

- ▶ Oversee the development, implementation, and regular review of the ECT's Induction Action Plan(s)<sup>9</sup>;
- ▶ 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 and help them to identify any concerns they may have;
- ▶ Provide an appropriate timetable and consider 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; and
- ▶ Provide support for key staff involved in the development of the ECT and liaise with them on their progress.

4.10 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;
- ▶ Provide advice on short, medium and long-term planning as well as support on the availability and use of resources;
- ▶ Guide the ECT on assessment and record keeping;

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<sup>9</sup> ECTs may complete action plans in different schools depending on their employment.

- ▶ 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 encountered; and
- ▶ Ensure development opportunities are offered both in and outside the classroom.

4.11 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.

4.12 School co-ordinators<sup>10</sup> should:

- ▶ Provide whole-school policies and related documentation;

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10 Special Educational Needs Co-ordinator (SENCo); Information and Communications Technologies (ICT); Assessment; Educational Themes; Library; Literacy; etc.

- ▶ Advise and offer guidance on interpretation and implementation of policies;
- ▶ Assist the ECT and Teacher Tutor in developing the Induction Action Plan(s); and
- ▶ Provide feedback on progress, as appropriate, to the teacher and Teacher Tutor.

#### 4.13 The ECT is expected to:

- ▶ Register with EA 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.



- 4.14 The EA should:
- ▶ Provide programmes of professional learning to support both Induction and 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.
- 4.15 HEIs 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).

### Schools and EA Partnership

- 4.16 4.16 While the EA 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 focuses on the competence of the ECT within the school, both as a classroom teacher and as a contributing member of the school team.
- 4.17 The EA also 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

4.18 Throughout the Induction process, the ECT and the Teacher Tutor may develop professional links with a range of external agencies. This network may comprise:

- ▶ School library service
- ▶ Psychology service;
- ▶ 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

4.19 Teachers are required to participate in further professional learning<sup>11</sup>. Principals are required to ensure that staff have access to advice and professional learning appropriate to their needs in

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11 Paragraph 3 (5) (b) of Schedule 3 of the Teachers' (Terms and Conditions of Employment) Regulations (NI) 1987 refers.

accordance with the policies of the employing authority for the development of staff<sup>12</sup>. During the Induction stage, all ECTs are therefore 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 and implement a personal Induction Action Plan linked to her/his Career Entry Profile, classroom needs, core values and teacher competences; and
- ▶ Collect evidence of increasing professional competence in an Induction Portfolio which should be presented to the Principal and chair of the Board of Governors.

4.20 Schools which employ an ECT are expected to:

- ▶ Ensure that ECTs are registered with the EA Induction Programme to access professional learning opportunities;

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<sup>12</sup> Paragraph 4 (9) (b) of Schedule 1 of the Teachers' (Terms and Conditions of Employment) Regulations (NI) 1987 refers.

- ▶ Monitor the progress of the teacher in relation to the core values and the teacher competences and to confirm successful/unsuccessful completion of Induction;
- ▶ Provide a planned school-based programme of guidance and professional learning which should involve:
  - Following discussion on 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;
  - Preparing Interim and Summative Reports, following 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.

4.21 Consideration should also be given to the following in all types of schools:

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 co-ordinator/Principal;
- ▶ A well-resourced classroom with easy access to Teacher Tutor/year leader/head of department/Principal;
- ▶ '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.

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

- ▶ 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 supports 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;
- ▶ Arrange 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**

- 4.23 Schools should aim to meet the needs of temporary ECTs who are in schools for less than a year.
- 4.24 For those ECTs employed on a day-to-day basis, schools should support them as far as possible. Where there is a possibility that they may be employed on a regular day-to-day basis, a school 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.
- 4.25 Schools should prepare Interim and Summative Reports following discussion with the ECT, referring to the outcomes of the Induction Action Plan and the combined feedback from observation of teaching and teacher competences.

- 4.26 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

- 4.27 When developing individual action plans, Teacher Tutors should take account of:
- ▶ Career Entry Profile;
  - ▶ GTCNI Core Values and Teacher Competences;
  - ▶ School context;
  - ▶ Any relevant priorities identified in the school development plan; and
  - ▶ Personal and professional development needs.
- 4.28 In completing the action plan, the school and ECT should take account of the points below. Further guidance is provided on page 35 and Exemplar Action Plans are available on the EA website [here](#).
- ▶ Discuss the information contained in the CEP, taking account of the school context and priorities;
  - ▶ Agree strengths and development needs to inform the priorities for the action plan;
  - ▶ Revisit the action plan to review progress and identify further areas for development, targets and support and update if necessary;

- ▶ Agree the summary content for the Interim Review Report in January; completing a Summative Report to indicate the completion of Induction; and
- ▶ Identify possible focused activities and support for Early Professional Development.

### Approaches for Monitoring and Evaluating Progress

- 4.29 Monitoring and evaluating the ECT can be addressed formally and informally. Informal methods should include pre-planned time set aside for meeting with the ECT throughout the year; discussions with key personnel to gain an insight into progress and observation of classroom practice, displays of work, relationships with staff, pupils, parents, etc.
- 4.30 More 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.
- 4.31 An important aspect of monitoring and evaluating is a record of self-evaluation made by the ECT. Self-reflection builds on practice in ITE and will further prepare the teacher to develop as a reflective practitioner during EPD, and for the whole of the teaching career.

### Classroom Observation

- 4.32 One important aspect of monitoring and evaluating is classroom observation. The Teacher Tutor will co-ordinate a programme of classroom visits linked to the Induction Action Plan. The Teacher Tutor should agree the following with the ECT:
- ▶ Focus of or reason for the visit – development and feedback, or assessment;



- ▶ Exact time of the observation;
  - ▶ Person who is observing; and
  - ▶ Time for receiving feedback, as soon as possible after the observation.
- 4.33 Following feedback the 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.

### Induction Portfolio

- 4.34 During the Induction process, the ECT should compile a portfolio of professional learning. This should include:
- ▶ Career Entry Profile.
  - ▶ Short statement of context.
  - ▶ Two Induction Action Plans, which should include examples of planning for teaching, learning and reflection. These should relate to targets on each Induction Action Plan, i.e. units of work/ topics /4-6 weekly plans/which address:
    - Content/process (re the NIC);
    - Learning outcomes and how they will be assessed;
    - Teaching approaches, what the pupils will do; what the teacher will do; and
    - Resources, including ICT where appropriate.

- ▶ Three samples of pupils work with intended learning outcomes which relate to the 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<sup>13</sup>. The lessons should relate to targets in the plan and will provide a basis for the Interim and Summative Reports;
  - ▶ Record of engagement in TPL and other opportunities for staff development e.g., observations of other colleagues, within and outside 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.
- 4.35 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 ITE. 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.

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13 The ETI recommends that there should be two formal classroom observations of the ECT's teaching each term, making a minimum of six formal observations in the induction year (Ref: page 25 of the ETI's "Report of a Survey – The Induction and EPD of Beginning Teachers – Inspected: 2002/2004"). These six classroom observations should include two observations by the School Principal.

## Completion of Induction

### The Summative Report on Induction

- 4.36 The Summative Report, a template for which is provided on page 37, identifies the strengths and development needs of the ECT at the end of Induction based on:
- ▶ Teacher competences and core values;
  - ▶ Observation(s) of teaching by senior colleague(s);
  - ▶ Observation(s) by peers and critical friends; and
  - ▶ Portfolio of professional development.
- 4.37 A teacher who has successfully completed Induction will have displayed appropriate personal and professional values; be secure in the teacher competences and core values for this stage; have successfully met agreed targets and is increasingly able to discuss and evaluate his/her teaching in terms of learning outcomes for pupils. A copy of the certificate of completion of Induction is (i) given to the ECT; (ii) retained by the school; and (iii) uploaded onto GTCNI's Online Portal. See template on page 39.
- 4.38 A teacher who has not completed Induction successfully will be lacking in the underlying qualities and values; have made little progress in clarifying and addressing the teacher competences and core

values for this stage; have been unsuccessful in meeting their targets; and have made little progress in the ability to discuss and evaluate his/her teaching in terms of learning outcomes for pupils.

- 4.39 On the Summative Report, the teacher is recommended for a further period of Induction, generally a term. A further action plan is developed and implemented against which progress is monitored. At the end of the term the school either:
- a. Completes a Summative Report and signs off the ECT as having successfully completed Induction; or
  - b. 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.
- 4.40 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 school should complete the Interim and Summative Reports. On the Summative Report the school indicates that the ECT is recommended for a further period of Induction. The next school picks this up and at the end of the term either:
- a. completes a Summative Report and signs off the ECT as having successfully completed Induction; or

- b. 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<sup>14</sup>.
- 4.41 The decision regarding 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.

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<sup>14</sup> This process should follow internal school guidelines and engagement, as appropriate, with relevant officers from the EA.

## Induction Action Plan - Template

<b>Signed (Induction Teacher):</b>		<b>Date:</b>	
<b>Signed (Teacher Tutor):</b>		<b>Date:</b>	

**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’](#).

Area(s) for Development	Actions (including timescales)	Support Arrangements	Success Criteria	Monitoring and Evaluating (including evidence in portfolio)
<b>Target:</b>				
<b>Competence(s):</b>				

### Guidance for Drawing Up an Induction Action Plan

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

Area for Development	Success Criteria	Actions (including timescales)	Support Arrangements	Monitoring
	What will my focus look like when it has been achieved?	What do I have to do to make this happen?	What support will I need to help me implement my actions / achieve my targets?	How will I monitor progress?
<p><b>Target(s)</b></p> <p>Taken from any of the following and referenced to the appropriate GTCNI competences – Section 6 ‘Teaching: the Reflective Profession’.</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Priorities for development from Career Entry Profile.</li> <li>• Needs arising within classroom setting.</li> <li>• School Development Plan Priorities.</li> <li>• Discussion with Teacher Tutor.</li> </ul> <p>At a later stage, targets may arise from:</p> <ul style="list-style-type: none"> <li>• Reflection on previous practice.</li> <li>• Classroom observation and feedback.</li> </ul>	<p><b>Consider:</b></p> <p>The specific improvements, skills, knowledge and learning outcomes for:</p> <ul style="list-style-type: none"> <li>• my pupils; and</li> <li>• my own professional learning – the impact on my teaching and classroom management.</li> </ul>	<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Planning;</li> <li>• Teaching Strategies;</li> <li>• Timing;</li> <li>• Collaboration with Teacher Tutor and other teachers – HOD/Key Stage co-ordinators; and</li> <li>• EA support.</li> </ul>	<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Induction Programme;</li> <li>• Assistance given by Teacher Tutor/ HOD/Key Stage co-ordinator;</li> <li>• Advice and guidance from EA;</li> <li>• Classroom assistants;</li> <li>• Other external support; and</li> <li>• Appropriate resources.</li> </ul>	<p><b>Consider: How &amp; When.</b></p> <ul style="list-style-type: none"> <li>• Induction Reflection/Self-evaluation of practice.</li> <li>• Teacher Tutor / Principal / Head of Department classroom observation.</li> <li>• Regular monitoring / assessment of pupils’ work.</li> <li>• Regular meetings with my Teacher Tutor/Head of Department.</li> </ul> <p><b>The Development of my Portfolio</b></p> <ul style="list-style-type: none"> <li>• CEP.</li> <li>• Induction Action Plan.</li> <li>• Feedback from Principal / Teacher Tutor / Head of Department re classroom observation.</li> <li>• Record of engagement in professional learning and development feedback from regular meeting monitoring progress.</li> <li>• 2 examples of planning.</li> <li>• 3 samples of pupils’ work.</li> <li>• Extra-curricular activities.</li> <li>• Induction Reflective Reports.</li> <li>• Interim Report.</li> <li>• Summative Report.</li> <li>• Certificate/letter confirming successful completion of Induction. <b>NB Copy of certificate/letter to be uploaded onto GTCNI’s Online Portal.</b></li> </ul>

## Interim Review Report – Template

*(completed at the end of Induction Action Plan 1)*

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 this Handbook).

### Review of Progress with Area(s) for Development and Target(s)

a Achievements and area(s) of strength

b Area(s) for continued professional development as shown in Induction Action Plan



## Summative Report on Induction – Template

*(completed at the end of Induction Action Plan 2)*

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 this Handbook).

<b>a</b>	<b>Achievements and area(s) of strength</b>
<b>b</b>	<b>Area(s) for continuing professional development</b>
<b>c</b>	<b>Interim plans for focusing early professional development</b>
<b>Recommended for Successful Completion of Induction</b>	<b>Yes / No</b> <i>(Please delete as appropriate)</i>

## Record of Professional Learning During Induction – Template

Date	Focus	Action taken as a result of participation

## Completion of Induction (Induction Certificate) - Template

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:

<b>Name of Induction Teacher:</b>	
<b>Teacher Reference Number:</b>	

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

<b>Signed (Principal):</b>		<b>Date:</b>	
<b>Signed (Chairman):</b> <i>(on behalf of Board of Governors)</i>		<b>Date:</b>	
<b>School Name:</b>		<b>Date:</b>	

A copy of this certificate of completion has been:

- given to the ECT;
- retained by the school; and
- uploaded onto the Induction Teacher's account within the GTCNI's [Online Portal](#).



## Sample Teacher-tutor Calendar

(for Induction Year)

### August

Meet with ECT during Baker days  
Ensure ECT has school-specific policies / additional information

### September

[Register as Teacher Tutor with EA](#)  
Ensure ECT registers with EA for Induction/EPD  
Discuss Career Entry Profile and possible areas for Induction Action Plan 1

### October

Induction Action Plan 1 Planning Meeting  
Meeting to finalise Induction Action Plan 1  
Classroom Observation 1 and Feedback

### November

Classroom Observation 2 and Feedback  
Ensure evidence is gathered to support Induction Action Plan 1

### December

Discuss evaluation of Induction Action Plan 1 (self-reflection)

### January

Interim Review Report  
Induction Action Plan 2 Planning Meeting

### February

Meeting to finalise Induction Action Plan 2  
Classroom Observation 3 and Feedback

### March

Classroom Observation 4 and Feedback  
Ensure evidence is gathered to support Induction Action Plan 2

### April

Discuss Evaluation of Induction Action Plan 2 (self-reflection)  
Summative Report on Induction completed and agreed

### May

Ensure Induction Portfolio is complete  
Meet with BoG to provide feedback and fill in Certificate for successful Completion of Induction

### June

Ensure letter for successful completion of induction has been filed in school, given to ECT and uploaded onto GTCNI's Online Portal

## 5 Early Professional Development (EPD): Managing and Co-ordinating EPD in Schools

- 5.1 Professional development refers to the many different types of learning teachers embark upon. EPD is the third stage of teacher education, designed to build upon ITE and Induction and is an essential part of professional learning in which all teachers are required to participate. All teachers who have completed Induction are required to register with the EA to access professional learning in support of EPD. An extensive EPD Portfolio is provided on the EA website here.
- 5.2 As with other professions the aim of professional development is to learn and apply new knowledge and skills to improve their performance on the job. As such professional development and life-long learning become interchangeable and this ensures that teaching, informed by recent research, remains relevant and can therefore adapt of the changing needs of pupils.
- 5.3 Professional learning and development takes many forms, from the more formal conferences, seminars, workshops and professional development courses to the more informal reviews of recent research and peer learning, whether through observations of a colleague's approaches to networking. All opportunities enable the teacher to reflect and consider how the learning can be incorporated into their practice.
- 5.4 In identifying their development needs the ECT should consider these in the context of the school and the classes they teach.
- 5.5 Advice and support from experienced teachers will be the cornerstone of their development and this should be co-ordinated through the Teacher Tutor. The experienced teacher provides a range of supports including being a critical friend; discussing and agreeing the most appropriate support and professional development activities; helping select and evaluate relevant research; discussing the

evidence collected about pupils' learning and what it reveals about practice in the classroom; and monitoring the teacher's progress.

- 5.6 Throughout EPD, the Teacher Tutor and ECT will need to have, or develop, good working relationships with a wider professional network. This provides an audience within which the ECT can report and discuss his or her professional development. The network can include other teachers in the school, other ECTs, colleagues from EA or other organisations. 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.
- 5.7 ECTs will record their professional development activities on the template provided on page 41. This PDA structure enables the Teacher Tutor to verify the various activities and ensure the ECT is developing as a skillful and reflective practitioner as well as enabling them 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 within the school and externally by the Inspectorate.
- 5.8 Successful completion of each PDA will be jointly agreed and affirmed by the ECT and the school. The Board of Governors will, on the recommendation of the Principal, confirm successful completion of the EPD stage – a template is provided on pages 50-51.

## Structure of a Professional Development Activity (PDA) - Template

### Section A

#### Completed by the Early Career Teacher

Personal Details	
<b>DE Teacher Reference Number</b> Enter your Department of Education Teacher Reference Number here.	
<b>Teacher's Name</b> Enter your full name here.	
<b>Name and Address of School</b> Enter the name and address of the school where you will carry out the PDA.	
<b>Name of Main Teacher Tutor</b> Enter the full name of the Teacher Tutor who will be responsible for your PDA.	
<b>Name of School Principal</b> Enter the full name of the Principal of the school where you will carry out your PDA.	
<b>PDA 1 or 2</b> State whether this is your first or second PDA	
<i>The two PDAs should focus on teaching and learning with the inclusion of educational technology (ICT) to support both areas.</i>	
<b>Date of beginning this PDA</b> 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 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 (external (including CCEA resources) 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.

## 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.



**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?

**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.

### 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.

<b>Recommended for Successful Completion of this stage</b> <i>(Please delete as appropriate)</i>	<b>Yes / No</b>
<b>EPD teacher's signature:</b>	
<b>Teacher Tutor's signature:</b>	
<b>Principal's signature:</b>	
<b>Date:</b>	

## Confirmation of Completion of the First Professional Development Activity – Template

Name of Career Teacher:

Teacher 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:

	Name	Status
1		
2		
3		

who provided quality assurance for Early Professional Development as outlined in Section 5 of the Teacher Education Partnership Handbook.

<b>Signature (Principal):</b>		<b>Date:</b>	
<b>Signature (Chairman):</b> <i>(on behalf of the Governors)</i>		<b>Date:</b>	
<b>School Name:</b>		<b>Date:</b>	

## Wording to Confirm the Completion of EPD (EPD Certificate) – Template

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

**Name of Early Career Teacher (ECT):**

**Teacher 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:

	Name	Status
1		
2		
3		

who provided quality assurance for Early Professional Development as outlined in Section 5 of the Teacher Education Partnership Handbook.

<b>Signature (Principal):</b>		<b>Date:</b>	
<b>Signature (Chairman):</b> <i>(on behalf of the Governors)</i>		<b>Date:</b>	
<b>School Name:</b>		<b>Date:</b>	

A copy of this certificate of completion has been:

- given to the ECT;
- retained by the school; and
- uploaded onto the ECT's account within the GTCNI's [Online Portal](#).

## 6 Useful Publications / Websites

Provided below are links to a number of useful publications / websites.

Organisation	Title
CCEA	<a href="#"><u>Become an Examiner / Moderator with CCEA</u></a>
CCEA	<a href="#"><u>Council for the Curriculum, Examinations and Assessment</u></a>
CCEA	<a href="#"><u>Supporting Teacher Education and Professional Learning</u></a>
CCMS	<a href="#"><u>Council for Catholic Maintained Schools</u></a>
CnaG	<a href="#"><u>Comhairle na Gaelscolaíochta</u></a>
CSSC	<a href="#"><u>Controlled Schools' Support Council</u></a>
DE	<a href="#"><u>Department of Education</u></a>
DE	<a href="#"><u>Corporate Plan 2023-28 – Every CHILD</u></a>
DE	<a href="#"><u>Every School a Good School – A Policy for School Improvement</u></a>
DE	<a href="#"><u>Learning Leaders – A Strategy for Teacher Professional Learning</u></a>
DE	<a href="#"><u>Safeguarding and Child Protection in Schools – A Guide for Schools</u></a>
DE/DoH	<a href="#"><u>Children &amp; Young People's Emotional Health and Wellbeing in Education Framework</u></a>
DoH	<a href="#"><u>A Life Deserved: "Caring" for Children and Young People in Northern Ireland</u></a>
EA	<a href="#"><u>Children and Young People's Services Training Programme for 2023/24</u></a>



EA	<a href="#"><u>Early Career Teachers Induction and Early Professional Development</u></a>
EA	<a href="#"><u>Education Authority</u></a>
EA	<a href="#"><u>HealthWell Hub</u></a>
EA	<a href="#"><u>Irish Medium Hub</u></a>
EA	<a href="#"><u>Shared Education Hub</u></a>
ETI	<a href="#"><u>Education and Training Inspectorate</u></a>
ETI	<a href="#"><u>Report of a Survey – The Induction and EPD of Beginning Teachers</u></a>
ETI	<a href="#"><u>Teacher Professional Learning Conversations and Reflections about Learning</u></a>
ETI	<a href="#"><u>The Inspection and Self-Evaluation Framework (ISEF)</u></a>
GBANI	<a href="#"><u>Governing Bodies Association Northern Ireland</u></a>
GTCNI	<a href="#"><u>General Teaching Council for Northern Ireland</u></a>
GTCNI	<a href="#"><u>Teaching: the Reflective Profession</u></a>
MCA	<a href="#"><u>Middletown Centre for Autism</u></a>
NICIE	<a href="#"><u>Northern Ireland Council for Integrated Education</u></a>
NI Executive	<a href="#"><u>Children and Young People’s Strategy 2020 - 2030</u></a>
NISTR	<a href="#"><u>Northern Ireland Supply Teacher Register</u></a>
UCETNI	<a href="#"><u>Teacher Professional Learning Framework Report (Northern Ireland)</u></a>

## 7 Summary of Key Stages of Professional Learning for Student Teachers and Early Career Teachers (ECTs)

Stage / Action	Evidence / Reports	Additional Records
<b>Initial Teacher Education (BEd and PGCE Programmes)</b>		
Formative Stage	Formative Profile Report	
Summative Stage	Career Entry Profile	
<b>Induction (ECT Year 1)</b>		
Induction Action Plan 1	Interim Review Report	Induction Portfolio
Induction Action Plan 2	Summative Report on Induction	Record of Professional Learning during Induction
	Induction Completion Certificate	
<b>Early Professional Development 1 (ECT Year 2)</b>		
Professional Development Activity 1	Confirmation of Completion of First PDA	EPD Portfolio
<b>Early Professional Development 2 (ECT Year 3)</b>		
Professional Development Activity 2	EPD Completion Certificate	EPD Portfolio



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