

THE TEACHER EDUCATION PARTNERSHIP HANDBOOK (August 2010 Edition)

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1 AN INTEGRATED, PARTNERSHIP-BASED APPROACH TO TEACHER EDUCATION

1.1 Background

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. Beginning teachers will have a personal profile setting out the competences they have achieved and this profile will make an important contribution to the planning of provision for the individual at all stages of development."

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 Boards and the schools are an important element, was based on some common principles:

- there should be a common approach to initial teacher education across the HEIs;
- as far as practicable, there should be a common profile of competences used by all HEIs, all Education and Library Boards, other employing bodies and all schools which will underpin the students' and beginning teachers' professional 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 Boards' Support Services.

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 beginning 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.

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.

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 beginning teachers.

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

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 development 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 continuing professional development

Based on the General Teaching Council for Northern Ireland Competences and Core Values

Initial Teacher Education	Year 1	Years 2 and 3	Year 4 onwards
<p>Competence based BEd(Hons) & PGCE Courses</p> <p>Formative Profile Report → Career Entry Profile →</p>	<p>Induction</p> <p>Eligible to teach</p> <p>Induction Action Plan →</p>	<p>Early Professional Development</p> <p>Professional Development Activities focus on curriculum, management and education technology</p>	<p>Continuing Professional Development</p> <p>Performance Review & Staff Development (PRSD)</p>
<p>Lead Partner</p> <p>Higher Education Institutions</p>	<p>ELB CASS</p>	<p>Schools</p>	
<p>Support Partners</p> <p>Schools and ELB CASS</p>	<p>Schools and HEIs</p>	<p>ELB CASS and HEIs</p>	

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

2 CORE VALUES AND TEACHER COMPETENCES

2.1 Foreword – (from the General Teaching Council for Northern Ireland (GTCNI) – Teaching: the Reflective Profession)

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.

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.

2.2 Introduction

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. 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.

2.3 Core Values

The core values of the profession are as follows:

<i>Trust</i>	<i>Honesty</i>	<i>Commitment</i>
<i>Respect</i>	<i>Fairness</i>	<i>Equality</i>
<i>Integrity</i>	<i>Tolerance</i>	<i>Service</i>

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.

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.

2.4 Commitment to Learners

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.

2.5 Commitment to Colleagues and Others

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.

2.6 Commitment to the Profession

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.

2.7 The Competence Statements and Phase Exemplars

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.

Professional Values and Practice					
Professional Competence 1		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of Values and Professional Practice.	Will situate their practice within the value framework set out by GTCNI.	Know and understand the values in the Code and contribute to debate and reflection on their application in practice.	Will actively exemplify the values within the classroom and wider school context.	Will proactively exemplify the values within the classroom, school and wider professional context.	Will be prepared to engage in reflection and debate on the mission of education as encapsulated within a school's mission statement and ethos.
	Will demonstrate an understanding of the commitments to learners, colleagues and others and the profession.	Know and understand their commitments to learners, colleagues and others and the profession.	Will fulfil their commitments to learners, colleagues and others and the wider profession.	Will proactively fulfil their commitments to learners, colleagues and others and the wider profession.	Will be prepared to proactively fulfil their commitments to learners, colleagues and others and the wider profession. When necessary help, support, liaison and collaborate with colleagues to enable them to meet their professional responsibilities.

Professional Values and Practice					
Professional Competence 2		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented.	Know and understand contemporary debates about the nature and purposes of education.	Know and understand the nature and purposes of education as examined by key figures in the Twentieth Century and some contemporary debates.	Apply a knowledge and understanding about the nature and purposes of education as examined by key figures in the Twentieth Century and an understanding of contemporary debates for professional practice.	Through reflection on classroom practice apply a knowledge and understanding about the nature and purposes of education as examined by key figures in the Twentieth Century and an understanding of contemporary debates to professional practice.	Engage with others to promote a knowledge and understanding of relevant contemporary debates about the nature and purposes of education and be able to contribute to ongoing debate.
	Know and understand the social and policy contexts in which the aims of education are defined and implemented.	Know and understand the contemporary social and policy context for in Northern Ireland.	Apply a knowledge and understanding of the contemporary social and policy context for education in Northern Ireland to professional practice.	Through reflection, apply to professional practice, knowledge and understanding of the contemporary social and policy context for education in Northern Ireland.	Engage with others in ongoing debate on the contemporary policy context for education in Northern Ireland and the impact of policy on professional practice.

Professional Values and Practice

Professional Competence 3		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
(i) Teachers will have developed a knowledge and understanding of the learning area/subject(s) they teach, including the centrality of strategies and initiatives to improve, literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.	Have knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning.	Have a detailed knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning.	Be able to apply the knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to the classroom context.	Be able to apply and evaluate the knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to the classroom and school context.	Support others to acquire, apply and evaluate the knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to the classroom and wider school context.
	Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.	Have relevant curricular, subject and pedagogical knowledge.	Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self study and collaboration with colleagues.	Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self study and collaboration with colleagues and apply and evaluate this in the classroom and school context.	Engage with others to keep curricular, subject and pedagogical knowledge up-to-date and to apply and evaluate this in the classroom and wider school context.
(ii) Teachers will have developed, in Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to teach the curriculum.	In Irish medium and other bilingual contexts, have sufficient linguistic and pedagogical knowledge to teach the curriculum.	Have sufficient linguistic and pedagogical knowledge to teach the curriculum, including immersion teaching methodologies.	Extend and deepen linguistic and pedagogical knowledge to teach the curriculum, including the application of immersion teaching methodologies to the classroom context.	Extend, deepen and evaluate linguistic and pedagogical knowledge to teach the curriculum, including the application of immersion teaching methodologies to classroom and whole-school practice.	Collaborate with others to evaluate and develop their linguistic and pedagogical knowledge in order to teach the curriculum and the application of immersion teaching methodologies to whole-school policy and practice.

Professional Values and Practice					
Professional Competence 4		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum* and be aware of curriculum requirements in preceding and subsequent key stages.	Know and understand how the learning area/subject(s) they teach contributes to the achievement and objectives of the Northern Ireland Curriculum.	Know and understand how the learning area/subject(s) they teach contributes to the Northern Ireland Curriculum.	Understand how the learning area/subject(s) they teach contributes to the objectives of the Northern Ireland Curriculum.	Have a deeper knowledge and understanding of how other subjects or areas of learning contribute to the Northern Ireland Curriculum.	Assist others to develop an understanding as to how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum.
	Be aware of curriculum requirements in preceding and subsequent key stages.	Be aware of curriculum requirements in preceding and subsequent key stages.	Teaching demonstrates a knowledge and understanding of curriculum requirements in preceding and subsequent key stages.	Teaching builds on what pupils have learned in preceding key stages and develops learning readiness for progression into subsequent key stages.	Engage with others to promote more awareness of curriculum requirements in preceding and subsequent key stages to promote readiness for learning and progression.

* Including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.

Professional Values and Practice					
Professional Competence 5		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.	Know and understand curriculum development processes.	Know and understand the main educational, cultural and economic influences on curriculum development.	Know and understand curriculum development processes within Northern Ireland and the implications of this for their own teaching.	Know and understand curriculum development processes within Northern Ireland and the implications of this for their own class and the wider school community.	Collaborate with others to promote a knowledge and understanding of curriculum development processes in Northern Ireland and how this impacts at whole-school level.
	Know and understand the relationship between the planning, implementation and evaluation of the curriculum.	Know and understand the relationship between the planning, implementation and evaluation of the curriculum.	Know and understand the relationship between the planning, implementation and evaluation of the curriculum, and how they relate to classroom practice.	Know and understand the relationship between the planning, implementation and evaluation of the curriculum and how they relate to classroom and wider school practice.	Engage with others and contribute to curriculum planning, implementation and evaluation at whole-school level.

Professional Values and Practice					
Professional Competence 6		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.	Understand what is known about the factors that aid learning.	Examine theories of learning and child development, including the physiology of learning.	Planning and interactions with pupils show an understanding of theories of child development and the physiology of learning.	Planning and interactions with pupils show an understanding of theories of child development and the physiology of learning, and has a growing impact on pupils' learning.	Assist other staff and parents to understand the factors that aid learning so that there is a school wide impact on pupils' learning.
	Understand what is known about the factors that hinder learning.	Consider the key aspects of emotional and behavioural difficulties; trauma, child abuse, bullying, discrimination, stereotyping, and pupil mobility or absence from school.	Planning and interactions with pupils show an understanding of the key aspects of the emotional and behavioural difficulties that some pupils may experience.	Planning and interactions with pupils show a deeper understanding of key aspects of the emotional and behavioural difficulties that some pupils may experience.	Assist other staff and parents to understand the factors that hinder learning so that there is a school wide impact on pupils' learning.

Professional Values and Practice					
Professional Competence 7		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.	A knowledge and understanding of a range of strategies to promote and maintain positive behaviour.	Know a range of strategies to promote and maintain positive behaviour.	Select appropriate strategies to promote and maintain positive behaviour in the classroom context in accordance with school policies.	Evaluate and adopt particular strategies reflecting specific circumstances and school context and policies.	Collaborate with others to develop a range of strategies to promote and maintain positive behaviour at whole-school level.
	An understanding of the significance of pupil voice.	Have an understanding of the need to take account of pupils' views.	Take account of pupils' views relating to their learning and behaviour.	Take account of pupils' views relating to their learning and behaviour and evaluate teaching strategies as appropriate	Engage with pupils so that the school can be aware of their views relating to learning and behaviour and use this awareness to adapt, when necessary, school policies.
	A knowledge and understanding of a range of strategies to establish an effective learning environment.	Appreciate the difference that the classroom environment, physical and social, can make to effective learning.	Understand more fully the classroom environment and how factors such as display and seating arrangements impact on pupils' learning.	Establish an effective learning environment, for example, through display, room and resource organisation and seating arrangements.	Collaborate with others to establish an effective learning environment at classroom and whole-school level.

Professional Values and Practice					
Professional Competence 8		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.	A knowledge and understanding of the significant features of pupils' cultures and any implications for learning.	Develop an insight into the cultures from which pupils may come.	Appreciate the potential impact of cultural differences on the learning process and be sensitive to diversity in keeping with the profession's core values.	Proactively address, within the classroom and wider school context, issues emerging in relation to cultural differences and the celebration of diversity.	Promote an understanding of significant features of pupils' cultures and issues arising in relation to cultural differences and the celebration of diversity at whole-school level.
	A knowledge and understanding of the significant features of pupils' languages and any implications for learning.	Examine the implications of pupils speaking a different language at home and how this may impact on their learning considering the process of language acquisition for learners whose second language is English.	Apply this understanding to the classroom context to help identify specific needs and devise appropriate programmes.	Evaluate a range of strategies to address the implications of pupils speaking a different language at home to identify specific needs and adapt appropriate programmes.	Collaborate with others to examine the implications of pupils speaking a different language at home and evaluate how this may impact on teaching and learning throughout the school.
	A knowledge and understanding of the significant features of pupils' faiths and any implications for learning	Develop an insight into the range of faiths that pupils may hold.	Understand significant features of pupils' faiths and use this knowledge to help their learning, handling issues sensitively.	Understand significant features of pupils' faiths and use this knowledge to celebrate diversity and foster mutual respect.	Engage with others to promote an understanding of significant features of pupils' faiths and any implications for learning.

Professional Values and Practice					
Professional Competence 9		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice and know the features of the most common special needs and appropriate strategies to address these.	Know and understand their responsibilities under the Special Educational Needs Code of Practice.	Know and understand the principles underpinning the teaching of pupils with special educational needs and the key aspects of, and teachers' responsibilities under, current legislation and guidance.	Understand the Code of Practice and how it relates to pupils that they teach.	Understand the Code of Practice and how it relates to pupils in the school.	Help others understand their responsibilities under the Special Educational Needs Code of Practice.
	Fulfil their responsibilities under the Special Educational Needs Code of Practice.	Teach pupils with special educational needs under the guidance of the class teacher.	Teach pupils with special educational needs according to the Code of Practice, working with the SENCO and parents.	Teach pupils with special educational needs according to the Code of Practice, working more effectively with the SENCO and parents.	Collaborate with others so that they can fulfil their responsibilities under the Special Educational Needs Code of Practice.
	Know the features of the most common special needs.	Know the basic features of common special needs such as: dyspraxia, dyslexia, dyscalculia, autistic spectrum disorders, hearing and visual impairment.	Know more about the special needs of pupils that they teach and use this knowledge to promote an inclusive approach and to refer pupils for extra help.	Know the main features of moderate and severe learning difficulties; apply this to their teaching to promote inclusion and to refer pupils for extra help.	

Professional Values and Practice					
Professional Competence 10		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of strategies for communicating effectively with pupils, parents, colleagues and personnel from relevant child and school support agencies.	Strategies for communicating effectively with pupils.	Develop an understanding of the range of strategies for communicating with pupils, including through listening, voice, body language, writing while modelling good grammar and precise vocabulary.	Explore, in a classroom context, a range of approaches for communicating with pupils.	Refine strategies for communicating clearly with pupils, including through listening, voice, body language and writing.	Collaborate with others to develop strategies for communicating clearly with pupils.
	Strategies for communicating effectively with parents.	Consider the significance of parents as partners in the educative process and the need to communicate effectively with them.	Work within the school protocols relating to communicating with parents.	Develop a range of strategies or communicating clearly and efficiently with parents.	Collaborate with others to review and extend the range of strategies for communicating with parents.
	Strategies for communicating effectively with colleagues and personnel from relevant child and school support agencies	Understand the significant roles of staff from school and from other agencies in the life of the child, and the need to interact with such individuals or agencies.	Work within the school's current practice and protocols in relation to communication with colleagues and outside agencies	Develop increasingly confident and efficient communication with colleagues and outside agencies.	Collaborate with others to develop a range of strategies for communicating effectively with colleagues and child and school support agencies, following protocols

Professional Values and Practice					
Professional Competence 11		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.	Know how to use technology effectively.	Examine the educational principles behind the use of technology, such as digital video, projectors, computers, graphic calculators, software, interactive whiteboards, scanners, control and sensing technology, etc.	Keep up-to-date in knowing how to use the technology, hardware and software in their school.	Keep up-to-date in knowing how to use the technology hardware and software more effectively in their school, sharing information and skills with other staff.	Help others to learn how to use the technology hardware and software in their school and resources accessible on the Internet.
	Know how to use technology effectively to aid pupil learning.	Know how to use the above to aid learning in the subjects and age groups they teach.	Use technology effectively to aid pupil learning.	Use technology with increasing impact on pupils' learning and especially to develop lifelong learning skills.	Support others to use technology effectively to aid pupils' learning.
	Know how to use technology effectively to support their professional role and how this competence embeds across all of the competences.	Know how to use word-processing, databases and spreadsheet packages, e-mail and the internet as professional tools.	Use technology to record and report pupils' progress, plan lessons, find and make resources, keep up-to-date, contact colleagues and the wider educational community.	Use technology with increasing effectiveness to record and report pupils' progress, plan lessons, find and make resources, keep up-to-date and contact colleagues and the wider educational community.	Work with colleagues to use technology effectively at whole-school level and within the wider educational community.

Professional Values and Practice					
Professional Competence 12		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and well-being.	Understand the interrelationship between schools and the communities they serve.	Recognise the significance of the community in school life, such as the impact of perceptions within the community about the value of education.	Develop a knowledge and understanding of the specific social context of the school and be aware of school policies to address issues.	Understand the specific social context of the school and apply school policies to address issues.	Engage with others to understand the implications of the interrelationship between the school and the communities it serves and contribute to the development of school policies to address issues.
	Understand the potential for mutual development and well-being.	Recognise that community views regarding the purposes and advantages of education can be harnessed to enhance pupil outcomes, with reciprocal benefits in terms of community empowerment.	Develop an understanding of how the school and its communities interact for mutual benefit.	Understand how the school and its communities can work together for mutual development and well-being.	Engage with others to promote an understanding as to how the school and its communities can work together to create a positive view about the purposes and advantages of education.

Professional Values and Practice					
Professional Competence 13		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.	Understand the statutory framework pertaining to education and schooling.	Know the statutory framework within which teachers work, schools function and pupils learn, in areas such as: curricular entitlement; the safeguarding of pupils; learning difficulties and disabilities; discrimination; and teachers' pay and conditions.	Understand the implications of the legislative context for classroom practice.	Understand how the statutory framework works in the broader context of the school and know the difference between what is statutory and what is non-statutory in Northern Ireland, and the implications of this.	Collaborate with others to promote an understanding of how the statutory framework works in practice and help plan for the implications.
	Understand teachers' responsibilities within the statutory framework.	Know the legal responsibilities of teachers, such as the duty of care.	Understand the legal responsibilities of teachers and keep up-to-date with the legal framework.	Keep up-to-date with the legal responsibilities of teachers and how they translate into practice.	Help colleagues understand and keep up-to-date with the legal responsibilities of teachers and what they mean in practice.

Professional Values and Practice					
Professional Competence 14		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will set appropriate learning objectives/ outcomes/ intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum* in terms of knowledge, skills acquisition and progression.	Set appropriate learning objectives, taking account of what pupils know, understand and can do.	Learning objectives are set that take account of what pupils know, understand and can do.	Learning objectives build on what pupils know, understand and can do to ensure that pupils make progress.	Learning objectives are increasingly responsive to pupils' prior learning and take account of the need to plan for development and progression.	Liaise with others in setting learning objectives that take account of what pupils know, understand and can do and which lead to development and progression.
	Set appropriate learning objectives taking account of the demands of the Northern Ireland Curriculum.	Learning objectives are set to take account of what pupils need to know in relation to the requirements of the Northern Ireland Curriculum.	Learning objectives are developed which take account of what pupils need to know in relation to the requirements of the Northern Ireland Curriculum.	Learning objectives are increasingly refined and differentiated to take account of what pupils need to know in relation to the Northern Ireland Curriculum.	Liaise with others in setting learning objectives that take account of what pupils need to know in relation to the Northern Ireland Curriculum.

* Including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.

Professional Values and Practice					
Professional Competence 15		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/intentions, showing high expectations and an awareness of potential areas of difficulty.	Plan lessons that enable all pupils (including those with special needs) to meet the learning objectives.	Plans have clear objectives, relevant content, resources and well-sequenced activities.	Plans have clear objectives, relevant content, resources and well-sequenced activities that enable all pupils to make progress. Planning is informed by assessment of pupils' progress.	Planning is more efficient and effective through self-evaluation, including the outcomes of assessment of all pupils.	Collaborate with others to plan lessons that enable all pupils to meet the learning objectives.
	Plan lessons showing high expectations.	Plans show high, but realistic, expectations bearing in mind the age and attainment range of the class.	Plans show high, but realistic, expectations of all pupils, and reflect different attainment levels of pupils and other personal and social matters that may impact on their learning.	High expectations of all pupils are evident in planning and are informed by self-evaluation, including the outcomes of assessment of all pupils.	Collaborate with others to plan lessons showing high expectations.
	Plan lessons showing an awareness of potential areas of difficulty and confusion for pupils.	Plans show an awareness of areas of potential difficulty and confusion for pupils.	Plans acknowledge the prior learning of pupils and potential areas of difficulty and confusion.	Planning is informed by the prior learning of the pupils and areas of potential difficulty and confusion identified through appropriate assessment strategies	Collaborate with others to plan lessons showing an awareness of potential areas of difficulty and confusion for pupils.

Professional Values and Practice					
Professional Competence 16		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will, when appropriate, deploy, organise and guide the work of other adults to support pupils' learning.	Deploy adults to support pupils' learning.	Understand the potential benefits arising from the deployment of other adults to support learning.	Identify the roles and responsibilities of additional adults, and deploy them effectively to help personalise pupils' learning.	Evaluate the strengths of additional adults and deploy them effectively to optimise their contribution to personalised learning.	Liaise with others to deploy adults effectively at classroom and whole-school level.
	Guide and organise the work of other adults to support pupils' learning.	Understand the role of the teacher and other adults in the supporting of learning.	In collaboration with other adults, and building on their expertise, plan and organise how they are to support learning.	In collaboration with other adults, evaluate existing arrangements and plan and organise how they are to support learning.	Liaise with other teachers to organise the work of adults supporting pupils' learning.

Professional Values and Practice					
Professional Competence 17		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will plan for out-of-school learning, including school visits and field work where appropriate.	Plan for out-of-school learning.	Appreciate and explore the potential of out-of-school resources and environments (both physical and virtual) to enhance and personalise pupils' learning.	Plan and encourage out-of-school activities that consolidate, build on, enrich, personalise and extend learning.	Exploit more fully, opportunities for out-of-school activities that consolidate, build on, enrich, personalise and extend pupils' learning.	Assist others with the development of ideas for out-of-school activities that consolidate, build on, enrich, personalise and extend pupils' learning.
	Plan for school visits and field work.	Seek opportunities to assist with school visits and field work.	With support, plan visits and field work to enrich and extend pupils' learning.	Where appropriate, plan visits, visitors and field work to enrich and extend pupils' learning.	Collaborate with others to initiate visits and field work to enrich pupils' learning.

Professional Values and Practice					
Professional Competence 18		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will manage their time and workload effectively and efficiently and maintain a work/life balance.	Manage their time and workload effectively and efficiently.	Be able to maintain a balance in their working life, both in college and school settings and manage time with increasing efficiency.	As the year progresses, manage workload increasingly efficiently through knowing what to prioritise. Monitor how long is spent on planning, marking etc.	Be aware of time spent on different tasks and become more efficient in managing workload.	Support others in prioritising and managing their workload.
	Maintain a work/life balance.	Be aware of work/life balance issues – learning from the experience of others.	Audit work/life balance as the year progresses and seek to address any imbalance.	Be aware of how one is managing workload and stress, and act to improve work/life balance.	Support others to maintain a work/life balance in the face of additional responsibilities.

Professional Values and Practice					
Professional Competence 19		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities.	Create and maintain a safe, interactive and challenging learning environment.	Appreciate the importance of creating a safe, interactive and challenging learning environment and how others seek to create such an environment.	Create, with advice, a safe, interactive and challenging learning environment, considering factors such as seating arrangements, the organisation of resources and displays that support, celebrate and inspire learning.	Create a safe, interactive and challenging learning environment, considering seating arrangements, the organisation of resources and displays that support, celebrate and inspire learning.	Give advice to others on how to create a safe, interactive and challenging learning environment at classroom and whole-school level.
	Create and maintain a learning environment, with appropriate clarity of purpose for activities.	Learn from others how to set up purposeful activities.	Set up purposeful activities that enable pupils to meet learning objectives.	Set up purposeful activities with increasing effectiveness that enable pupils to meet learning objectives.	Support others in the development of purposeful activities that enable pupils to meet learning objectives.

Professional Values and Practice					
Professional Competence 20		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.	Use a range of teaching strategies that enable learning to take place.	Use a range of teaching strategies appropriate to the age, ability, interests and experiences of pupils.	Use a range of teaching approaches effectively to promote high levels of learning and achievement.	Teaching reflects increasingly the judicious and effective use of a range of teaching strategies and is informed by self-evaluation.	Support others in the use of a range of teaching strategies that enable learning to take place.
	Use a range of resources that enable learning to take place.	Use resources that motivate and support all pupils' learning.	Use resources effectively to motivate and support all pupils' learning	Use resources selectively and effectively to motivate and support all pupils' learning. The selection and use of resources is informed by self-evaluation.	Collaborate with others in the use of a range of resources that enable learning to take place.
	Use a range of teaching strategies and resources that maintain pace within lessons and over time.	Capture and maintain pupils' attention, interest and involvement through the choice of teaching strategy and resources	Capture and maintain pupils' attention, interest and involvement through the choice of teaching strategy and resources. Ensure good pace through careful planning and organisation.	Informed by self-evaluation, use is made of a repertoire of teaching strategies and resources to promote and sustain high levels of attainment.	Collaborate with others to use a range of teaching strategies and resources that maintain pace within lessons and over time and which promote and sustain high levels of attainment.

Professional Values and Practice					
Professional Competence 21		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will employ strategies that motivate and meet the needs of all pupils, including those with special and additional educational needs and for those not learning in their first language.	Employ strategies that motivate and meet the needs of pupils with special and additional educational needs.	Develop an understanding of, and an ability to employ, appropriate strategies.	Employ, with support and advice, strategies that motivate and meet the needs of pupils with learning difficulties and disabilities.	Employ and evaluate, with increasing effectiveness, strategies that motivate and meet the needs of pupils with learning difficulties and disabilities.	Advise others on strategies that motivate and meet the needs of pupils with learning difficulties and disabilities.
	Employ strategies that motivate and meet the needs of pupils who are not learning in their first language.	Develop multisensory strategies that meet the needs of pupils who are not learning in their first language.	With support, employ multisensory strategies that meet the needs of pupils who are not learning in their first language.	Extend the repertoire of strategies to ensure the inclusion and progress of pupils who are not learning in their first language.	Advise others on strategies that ensure the inclusion and progress of pupils who are not learning in their first language.

Professional Values and Practice					
Professional Competence 22		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of the school policies and what is known about best practice.	Secure and promote a standard of behaviour that enables all pupils to learn.	Learn, from an examination of the work of other teachers, how to secure and promote a standard of behaviour that enables all pupils to learn.	With support, establish a purposeful learning environment, set clear expectations and ground rules, and respond positively to good behaviour.	Set clear expectations and ground rules about behaviour, and respond positively to good behaviour promoting pupils' self control and responsibility.	Collaborate with others to secure and promote standard of behaviour that enables all pupils to learn.
	Pre-empt inappropriate behaviour in the context of the school policies and what is known about best practice.	With support and drawing on what is known about best practice, pre-empt inappropriate behaviour by setting clear expectations about responsibilities.	Pre-empt inappropriate behaviour by setting clear expectations and ground rules about responsibilities and consequences, working within the school behaviour policy.	Pre-empt inappropriate behaviour by using a range of strategies drawing on what is known about best practice.	Collaborate with others to pre-empt inappropriate behaviour by implementing school policies consistently and by considering what is known about best practice.
	Deal with inappropriate behaviour in the context of the school policies and what is known about best practice.	With support, deal with inappropriate behaviour in the context of the school policies and what is known about best practice.	With support, when necessary, deal with inappropriate behaviour in the context of the school policies and what is known about best practice.	Drawing on research and experience of best practice, deal with inappropriate behaviour in the context of the school policies.	Collaborate with others to manage behaviour by implementing school policies consistently and by considering what is known about best practice.

Professional Values and Practice					
Professional Competence 23		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will contribute to the life and development of the school, collaborating with teaching and support staff, parents and external agencies.	Contribute to the life of the school.	Understand school policies and practices and their impact on teaching and learning within the school.	Adopt school policies and practices and attend meetings as appropriate. Do duties. Participate in school events.	Contribute to the development of some school policies and practices.	Lead the development of some school policies and practices; lead meetings and school events.
	Contribute to the development of the school.	Seek opportunities to attend staff meetings.	Take an active part in staff meetings, task groups, etc.	Manage a subject or aspect of school life.	Lead and manage a subject or aspect of school life.
	Collaborate with teaching staff.	Plan and collaborate with the teacher whose class(es) you teach.	Collaborate with immediate colleagues, as appropriate, on planning, administration, assessment, etc.	Collaborate with teachers across the school, sharing ideas, etc.	Collaborate to support whole-school development.
	Collaborate with support staff.	Collaborate with support staff who are working in the class(es) you teach.	Collaborate with support staff who are working in the class(es) you teach.	Collaborate with support staff across the school to aid pupils' development.	Collaborate with support staff for whole-school development
	Collaborate with parents.	Understand the importance of collaborating with parents and exploiting all opportunities to do so.	Be confident in relating to parents informally and formally.	Collaborate with parents to aid pupils' progress and raise achievement.	Support others in collaborating with parents to aid pupils' progress and raise achievement throughout the school.
	Collaborate with external agencies	Know the role of external agencies.	Collaborate with the external agencies who are involved with pupils that you teach.	Collaborate with external agencies to aid pupils' welfare, progress and to raise achievement.	Be proactive in seeking the help of, and work with, external agencies to promote pupils' welfare, progress and to raise achievement.

Professional Values and Practice					
Professional Competence 24		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.	Monitor pupils' progress.	Monitor pupils' progress through observation, marking, targeted questioning, and discussion.	Monitor pupils' progress through marking, observation, targeted questioning and discussion.	Monitor pupils' progress with greater responsiveness to their individual needs and with an increasing impact on their progress.	Liaise with others to monitor pupils' progress.
	Give constructive feedback.	Offer immediate feedback to reinforce learning, challenge pupils' understanding and promote progression. Mark against the planned learning objectives and note strengths as well as areas for improvement.	Offer immediate feedback to reinforce learning, challenge pupils' understanding and promote progression. Mark against the planned learning objectives and note strengths as well as areas for improvement.	Offer immediate feedback with greater responsiveness to pupils' individual needs and an increasing impact on their progress.	Support others to give constructive feedback which promotes effective teaching and learning at whole-school level.
	Help pupils reflect on and improve their learning.	Use effective questioning and self-assessment tasks for pupils to reflect on and improve their learning.	Use effective questioning and self-assessment tasks for pupils to reflect on and improve their learning.	Use effective questioning and self-assessment tasks with greater responsiveness to pupils' individual needs with increasing impact on their progress.	Collaborate with others to encourage pupils to reflect on and improve their learning.

Professional Values and Practice					
Professional Competence 25		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.	Use a range of assessment strategies to evaluate pupils' learning.	Know about, and be able to use, a range of ipsative, formative and summative assessments. Appreciate their uses and limitations.	Identify common misconceptions and intervene to address pupils' errors and make evidence-based assessments against relevant criteria.	Involve pupils in assessing both their learning strategies and performance.	Support others to use a range of assessment strategies to evaluate pupils' learning.
	Use this information in planning to make teaching more effective.	Use information from ipsative, formative and summative assessments in their lesson planning and grouping of pupils.	Use information from ipsative, formative and summative assessments to make teaching more responsive to pupils' needs.	Use information from ipsative, formative and summative assessments with increasing responsiveness to pupils' needs and impact on pupils' progress	Collaborate with others to use assessment information in their planning to make teaching more effective at classroom and whole-school level.

Professional Values and Practice					
Professional Competence 26		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will assess the levels of pupils' attainment against relevant benchmarking data and understand the relationship between pupil assessment and target setting.	Assess the level of pupils' attainment against relevant benchmarking data.	Develop an understanding of a range of approaches to pupil assessment and how it can be referenced to appropriate benchmarking data.	With support and using existing school procedures and assessment protocols, assess pupils' attainment against relevant benchmarking data.	Assess pupils' attainment and analyse it against relevant benchmarking data.	Liaise with others to assess pupils' attainment against relevant benchmarking data.
	Understand the relationship between pupil assessment and target setting.	Understand best practice in setting targets and its relationship with pupils' learning and progression.	Employ best practice in target setting to promote pupils' learning in the classroom context.	Evaluate and adopt best practice in differentiated target setting to promote pupils' learning in the classroom context.	Collaborate with others to employ best practice in differentiated target setting to promote pupils' learning and progression

Professional Values and Practice					
Professional Competence 27		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will liaise orally and in written reports in an effective manner with parents or carers on their child's progress and achievements.	Liaise orally in an effective manner with parents or carers on their child's progress and achievements.	In keeping with agreed protocols for student teachers, seek opportunities to learn about the ways in which teachers engage with parents and others in a sharing of information regarding pupils, or details of pupils' progress.	With due regard to school policy, liaise both formally and informally with parents and carers, giving clear messages in a sensitive and professional manner.	Liaise orally both formally and informally with parents and carers, giving clear messages in a sensitive and professional manner.	Give advice to others on how to liaise orally in an effective manner with parents or carers on their child's progress and achievements.
	Liaise in written reports in an effective manner with parents or carers on their child's progress and achievements.	Seek opportunities to learn from experienced teachers how they write reports on pupils' progress.	In consultation with others, write reports based on assessment information that are clear, honest, positive and avoid educational jargon.	Write reports based on assessment information that are clear, honest, positive and avoid educational jargon.	Give advice to others regarding the writing of reports based on assessment information that are clear, honest, positive and avoid educational jargon.

3 INITIAL TEACHER EDUCATION: PARTNERSHIP BETWEEN SCHOOLS AND THE HIGHER EDUCATION INSTITUTIONS

(Stranmillis University College, St Mary's University College, Open University, Queen's University Belfast, University of Ulster)

3.1 Introduction

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

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

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

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

3.2 Aims and objectives of the initial teacher education courses

The HEIs provide initial teacher education for intending primary and secondary teachers through under-graduate degree (the BEd) and post-graduate certificate (the PGCE) courses. These programmes will lead to *eligible to teach* status (if health and other requirements are satisfied) and will be prepared and delivered in partnerships with schools. These partnerships will seek to enable each student teacher to achieve levels of competence, experience and knowledge that will qualify him/her for entry into the teaching profession.

The competences, experience and knowledge characteristic of a fully developed teacher will not all be acquired during the initial stage of teacher education. Some will be developed during the further stages of induction and early professional development. But in all of this, the aim is to develop teachers who employ their competences to:

- a conscientiously work to develop the learning potential of all pupils, employing in this task a wide range of strategies and seeking to overcome the barriers that inhibit the success of some pupils;
- b appreciate the significance of their individual contribution to the work of the school;

- c appreciate the significance of the contribution made by parents, governors and others in the community to the achievement of individual pupils, and of the school as a whole;
- d have a commitment to continuing personal and professional development.

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

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

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

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

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

- a the student teacher's name and (where relevant) the year of his/her course;
- b details of any school-based work already completed;
- c an outline of what the student has studied in the HEI;
- d what the HEI tutor will expect from the student during the school placement.

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

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

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

3.4 Assessment

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

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

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

3.4.1 The Formative Stage:

to which the HEI, the student and the school all make a contribution:

- a **Student teachers** as active, adult learners, evaluate their lesson preparation and assess the processes and outcomes of the teaching and learning in which they have participated. They should read, have the opportunity to discuss, and sign each Formative Profile Report on their work.
- b **Teacher-tutors and class teachers** observe students teaching and may use a lesson observation report in an informal way as a focus for discussion of teaching observed and collaborate with the HEI tutors in discussing the students' teaching plans. They may also wish to undertake joint observations with the HEI tutor(s) of the students' classroom work, and consider with them what pupils have achieved. The schools provide an end-of-placement summary report to the HEIs.
- c **HEI tutors** undertake a more formal assessment of the students' work on the basis of school experience reports, and developed by the HEIs in the *Evaluation of student performance* section of their supplements¹. These reports identify areas of achievement, and establish an agreed focus for future development.

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

¹ The Open University is responsible for the assessment of student's work on the basis of formal schools experience reports and other assessment procedures.

3.4.2 The Summative Stage:

in which the main contribution will be made by the HEI and the student.

This summative stage will result in a Career-Entry Profile (see 3.9) for each student, completed by the HEI, which will provide a record of the assessment of the beginning teacher's competences and professional characteristics, indicating strengths and development needs. This record will be the property of the beginning teacher on completion of the initial teacher education course. Thereafter, it will be regularly updated as the basis for continuing professional development.

3.5 Professional development for school staff involved in partnerships

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

Some HEIs already offer training programmes to support teachers involved with initial teacher education courses, ranging from briefing about the competence framework and the support that schools can give to student teachers, to more substantial training programmes for teacher-tutors.

Schools which wish to involve teachers in such training or briefing should contact those HEIs with which they have partnership links.

3.6 Summary of the partnership roles and responsibilities

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

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

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

3.6.1 Schools are best placed to provide:

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

- b the support of an experienced teacher (the teacher-tutor) to assist, advise and encourage the student teacher; (the teacher-tutor might also undertake a joint observation of a sample lesson with the HEI tutor);
- c a wide range of experiences (not confined solely to the classroom) during the periods of school-based work;
- d opportunities for the student teacher to observe a variety of teachers and a range of teaching styles;
- e opportunities for the student teacher to teach a range of classes appropriate to his/her phase and specialist area;
- f opportunities for the student teacher to develop and extend his/her achievement in the competences and qualities identified between school and HEI as relevant to the period of the school-based work;
- g access for the student teacher to normal school resources to support teaching and learning (e.g. books, audio-visual materials, reprographic facilities, education technology).

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

- a supporting the student teacher in developing subject application, classroom teaching skills and an understanding of how pupils learn;
- b planning/teaching lessons jointly with the student teacher;
- c observing lessons and other aspects of the student teacher's work, and giving regular feedback designed to help the student identify strengths and development needs, and sharing these observations with HEI tutors;
- d liaising with the teacher-tutor and the HEI tutor about the student teacher's progress;
- e using a lesson observation report form as a basis for discussion with the student teacher and the HEI tutor.

3.6.2 HEIs are best placed to provide:

- a courses to support the development of the student teachers' professional skills and knowledge;
- b co-ordination of institution-based work with the school-based work;
- c opportunities to develop the student teachers' achievement in the range of competences identified as relevant to institution-based work;
- d general support and guidance for student teachers;

- e preparation of the student teachers for school-based work;
- f oversight of the placement of student teachers in suitable partnership schools (or clusters of schools) for school-based work;
- g liaison with the partnership school (or the lead school in a cluster) on the progress and assessment of student teachers, including the formal assessment of sample lessons by the HEI tutor;
- h quality assurance of the procedures for assessment of student teachers;
- i formative reports on the progress of student teachers;
- j the Career-Entry Profile for each student teacher who completes the course (See 3.9).

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

- a liaise with the partnership school on the placement of student teachers for school-based work, and to deal with problems should they arise during students' placements;
- b liaise with the principal, teacher-tutor and class teacher(s) of the partnership school on all aspects of the course;
- c communicate directly with the teacher-tutor before the start of each stage of school-based work, giving written information about the student teacher(s), and indicating what the expectations are for that stage of each student teacher's school-based experience;
- d monitor school-based work, with the aim of ensuring standardisation and quality assurance;
- e support student teachers in developing subject application, classroom teaching skills, and an understanding of how pupils learn;
- f arrange observation of student teachers' classroom work, and provide regular feedback to help the students identify strengths and development needs;
- g assess competences and professional qualities;
- h prepare a formative profile on each student teacher's progress during school-based work after discussion with the student, the class teacher(s) and the teacher-tutor where appropriate.

3.6.3 Students

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

Student teachers are likely to derive most benefit from school-based work if they seek to ensure that good personal and professional relationships are established with all those with whom they work.

To achieve this, student teachers should adopt the following code:

- a they should regard the authority of the school principal as applying to them as much as to other members of the school staff;
- b on or before the first morning of a period of school-based work, they should arrange to meet the principal at a specified time;
- c throughout the period of the placement they should remain in the school for the whole of every working day, unless there are circumstances which have been communicated to, and accepted by, the principal and HEI tutor;
- d they should conform to the conventions of dress and personal appearance which are observed by teachers in the school;
- e they should adopt patterns of writing and speaking that set pupils a good example, and that are appropriate for the teaching profession;
- f they should consult with the teacher-tutor or class teacher about such topics as schemes of work, teaching and learning resources, teaching aids, equipment, and discipline procedures;
- g they should remember that physical contact with pupils, for example, touching, pushing, pulling, tapping and prodding, might be perceived as constituting assault, and therefore any physical contact with pupils must be avoided;
- h they should make sure that, at the end of the period of school-based work, they have returned all books, keys, equipment or materials made available for their use by the school;
- i they should seek advice from the class teacher about their planning and preparation of their lessons, and comment on their teaching of the lessons.

3.7 Characteristics of effective partnerships

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

3.7.1 Partnerships are effective when:

- a the school and the HEI work in a way which actively recognises that initial teacher education is a shared responsibility;

- b schools are involved in the planning of the course, modifying the partnership handbook, setting objectives for school-based work, and selecting students for the course;
- c the roles of the partners are clearly defined, well understood, and implemented in practice;
- d all concerned are familiar with the contents of the handbook and understand its implications;
- e HEI tutor, teacher-tutor and class teacher(s) involved in the partnership have received training in skills such as classroom observation, the development of classroom competences, and how to recognise progression in the acquisition of competences;
- f the school undertakes regular, sustained classroom observation of the student teacher's teaching, and gives the student feedback and guidance;
- g procedures are in place (and are working in practice) to ensure that effective communication takes place involving the HEI, the school and the student teacher;
- h the programme of initial teacher education is carefully coordinated, and all aspects are clearly recognised as being complementary;
- i the school provides school-based work which focuses on those competences best developed in schools;
- j there are procedures (known to and agreed by all) for dealing with difficulties;
- k assessment includes the regular monitoring, by the HEI tutor and the school, of the development of the student teacher's teaching competences;
- l all the arrangements are supported by sound quality control procedures.

3.8 Formative Profile Report

FORMATIVE PROFILE REPORT

Name of Higher Education Institution _____

Student's name _____

Course of training (e.g. BEd, PGCE) _____

Stage of course which student has reached _____

Age phase of course (e.g. nursery, primary, secondary, FE) _____

Main subjects(s) _____

Partnership placement school(s) _____

Signature of HEI representative _____

Signature of student _____

Date _____

3.9 Purpose of the Career-Entry Profile (CEP)

The Career Entry Profile



General Teaching Council
for Northern Ireland

**CAREER
ENTRY
PROFILE**

HEI LOGO

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

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

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

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

This evaluation and adaptation should be informed by the six 'dimensions of development' first outlined in GTCNI's publication, 'Teaching: the Reflective Profession' and stated again with the CEP template provided with this guidance.

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

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

- b your ability to understand the school as a community deeply enough to take some responsibility for it and to contribute to its ongoing development; and
- c your ability to draw on, and contribute to, the collective experiences of the school community as part of your professional practice.

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

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

Features of the Career Entry Profile

The profile:

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

Benefits of the Career Entry Profile

It helps you to:

- identify your professional development needs;
- prepare for meetings with your ITE and school-based induction tutors;
- meet your training and development 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 you strengths and experiences by the end of ITE; and
- support your professional development during induction.

The Career Entry Profile

Section A: Summary of the Beginning Teacher's Initial Teacher Education (ITE)	
Name of Beginning 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	

Specialist Subjects	
Subsidiary Subjects and Subject Extensions	

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	
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Section B: Competence Development during Induction

In this section of the CEP, your HEI based tutor will, as a starting point, agree with you a brief summary (both summative and formative) 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'. 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 development and career planning. The prompt questions that follow will enable you to begin the discussion with your HEI tutor before you get down to 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 teacher education course, what do you consider to be your main strengths and achievements as a 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 (summative and formative) 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 a beginning teacher and clearly expressed areas for further development. Table 1 below is adapted from, '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’. 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 continuing professional development 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: Beginning Teacher's Areas of Strength

This section is to be agreed by the HEI and the student teacher and to reflect earlier profiling. It is to take account of, and reflect, the GTCNI Code of Values and Professional Practice and the Northern Ireland Teacher Competences as set out in 'Teaching: the Reflective Profession'.

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 a beginning teacher, you should think about and record your own evaluations of your professional development 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 initial teacher education 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 THE INDUCTION STAGE: PARTNERSHIP BETWEEN SCHOOLS AND THE CURRICULUM ADVISORY AND SUPPORT SERVICES (CASS)

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

The induction process is integral to the professional development of beginning teachers within the school context. There are a number of unique aspects of teaching which should be addressed during induction to ensure that they 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 Teaching Competences and Core Values and encourage beginning 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.

The CEP (section 3.9) is an important bridge between the initial and induction stages. It offers not only a record of the assessment of the beginning teacher’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 beginning teacher 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 (see 4.6) will be drawn up jointly by the beginning teacher 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 (see 4.7 for the interim review report).

4.2 Key elements of an induction programme

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

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 beginning teachers 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 beginning teacher an induction programme (see sections 4.11 and 4.12 for examples) and an action plan (see section 4.6). CASS offers support for teacher-tutors in schools, and provides a programme of courses tailored to meet the needs of the beginning teacher. Depending upon those needs, others within the school will be involved in providing support and monitoring and evaluating the induction action plan. CASS officers will also provide support.

Board of Governors should:

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

The Principal should:

- raise the whole staff's awareness of its involvement in the induction process;
- support professional development of the beginning teacher within the staff team;
- be responsible for overall decisions and policies relating to the induction of beginning teachers;
- oversee the monitoring and evaluation of beginning teachers and ensure adequate feedback;
- ensure that the beginning teacher can take advantage of the ELB induction programme;
- link the induction and EPD programme with PRSD and the staff development programme;
- enable the beginning teacher 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.

The Teacher-tutor should:

- get to know the beginning teacher 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 beginning teachers 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 beginning teacher has a copy of the job description;
- monitor and evaluate progress, including through lesson observation, and provide continuous feedback, and, with the beginning teacher, identify development needs;
- ensure that the development needs of the beginning teacher are met;
- provide, when needed, pastoral support;

- oversee the development, implementation, and regular review of the beginning teacher's induction action plan;
- monitor and evaluate the quality and effectiveness of the school support programme for beginning teachers;
- encourage the beginning teacher to reflect on their teaching and evaluate the pupils' learning;
- facilitate the beginning teacher's involvement in the ELB induction programme;
- provide an appropriate timetable and give consideration to an appropriate amount of non-contact time;
- arrange for the beginning teacher to observe examples of good practice (in any school);
- provide advice and guidance on dealing with parents;
- help beginning teachers to identify their concerns;
- provide support for key staff involved in the development of the beginning teacher; and
- liaise with key staff regarding the progress of the beginning teachers.

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 beginning teacher on assessment and record keeping;
- support and advise on classroom management issues;
- assist the beginning teacher and teacher-tutor in developing and implementing the induction action plan;
- monitor and evaluate progress and provide feedback to beginning teacher and teacher-tutor;
- continue the development and refinement of teaching approaches and strategies necessary for an effective practitioner;

- assist the beginning teacher in the analysis of difficulties which may be countered; and
- ensure staff development opportunities are offered both in and outside the classroom.

In post-primary schools, the Year Head should:

- make available the pastoral policy and ensure that the beginning teacher 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 beginning teacher has advice in dealing with parental interviews.

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 beginning teacher and teacher-tutor in developing the induction action plan; and
- provide feedback on progress, as appropriate, to the teacher and teacher-tutor.

(*eg: SENCO; ICT; Assessment; Educational Themes; Library; Literacy; etc.)

The Beginning Teacher is expected to:

- register with their local Education and Library Board;
- 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 development in conjunction with 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.

Education and Library Board CASS should:

- provide, in the ELB, a differentiated programme of in-service education which is based on the identified needs of each group of beginning teachers;
- provide a regional in-service programme which addresses the needs of specific groups and is linked to the local ELB in-service programme;
- provide in-school support for beginning teachers in order to support professional development in the teaching, learning and assessment cycle;
- provide a training and development programme for teacher-tutors in aspects of the management and coordination of the induction and EPD process;
- offer in-school support to teacher-tutors as appropriate in relation to the school's programme of support and including support for observing lessons and giving feedback;
- provide advice and support for schools with beginning teachers who may require more intensive support, including classroom-based support;
- facilitate opportunities to meet with other beginning teachers;
- involve principals in the induction process; and
- offer development opportunities for returning teachers and those qualified outside Northern Ireland.

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);
- provide opportunities for accreditation of aspects of the induction process;
- liaise with ELB induction in-service providers;
- support aspects of the induction service programmes; and
- provide, in consultation with ELB induction staff, in-school support to meet specific needs.

4.2.2 Schools and ELB Partnership

While ELBs are the lead partners in the induction process, schools and ELBs both have significant and complementary roles. ELBs are best placed to offer a programme of support including in-service provision, in-school and in-class support. The school's contribution focuses on the competence of the beginning teacher within the school, both as a classroom teacher and as a contributing member of the school team.

4.2.3 Education and Library Board Support Programme in All Phases

Each Education and Library Board offers a range of in-service days to primary, post-primary, nursery and special schools. The content of each course is based on the identified needs of the participants and matched to the teaching competences as appropriate. Beginning teachers select courses which meet their identified needs. Included within this in-service education programme are returning teachers and/or teachers trained outside Northern Ireland. This programme is negotiated with participants and teacher-tutors.

Aspects of the induction programme at regional level

Courses are provided for post-primary subjects, nursery and special education. The nursery and special education programmes are offered to all those teaching these groups for the first time, including beginning teachers.

Aspects of Induction at ELB Level

- a **Primary:** The core elements of the primary induction programme are agreed at regional level and delivered locally in each ELB. Individual Boards tailor the programme to meet local needs. Within the overall programme general issues are addressed on a number of days and the wider subject areas are addressed separately.
- b **Post-primary:** The local elements of the post-primary programmes address a range of general issues and some subject needs. It is intended that local and regional programmes complement each other.

4.2.4 Teacher-tutor Training and Development

This programme is offered by each ELB to all teacher-tutors who have beginning teachers in their schools. Teacher-tutor support is offered in two ways:

- development courses for teacher-tutors involved in induction; and
- school focused support to individual teacher-tutors on aspects of their role, if requested.

Core elements of teacher-tutor training and development programmes for induction and EPD. The core elements are:

- managing/coordinating a whole-school programme;

- identification and involvement of other key staff;
- monitoring and evaluating the programme of support; and
- skills of classroom observation, feedback and follow-up support.

Specific elements of the induction programme will include using the career-entry profile as the basis for the development of the induction action plan, taking account of individual school needs.

4.2.5 Wider Educational Network

Throughout the induction process the beginning teacher 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 officers;
- relevant Council for Catholic Maintained School officers (if applicable);
- local religious bodies; and
- wider community interests.

4.3 The development of the beginning teacher

4.3.1 All teachers are required to participate in arrangements for further training and professional development as a teacher (Ref: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987). Principals are required to ensure that staff have access to advice and training appropriate to their needs in accordance with the policies of the employing authority for the development of staff (Ref: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987). Accordingly, during the induction stage:

all beginning teachers are expected to:

- register for induction with their Education and Library Board induction programme so that they can attend courses;
- 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 CASS 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 (Ref 4.3.4 and 4.6; 2.3 and 2.7);
- implement the induction action plan;
- collect evidence of increasing professional competence in an induction portfolio (Ref 4.3.6) which should be presented to the principal and chair of the board of governors.

Schools which employ a beginning teacher are expected to:

- ensure that beginning teachers are registered with the Education and Library Board induction programme so that they can attend courses;
- 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 (Ref 2.3 and 2.7);
- provide a planned school-based programme of guidance and professional development. This programme should involve:
 - discussing the career-entry profile;
 - helping the teacher prepare, implement and evaluate a personal induction action plan to address specific needs (Ref 4.3.1 to 4.3.5 and 4.6);
 - providing feedback on classroom practice based on classroom observations;
 - providing guidance on the attendance of courses relating to specific needs and monitoring (Ref 4.2.2 and 4.2.3);
 - preparing interim and summative reports (Ref 4.7 and 4.8) which will be the outcome of joint discussion with the beginning teacher 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 (4.3.6).

(* concerns relating to a lack of progress by the beginning teacher should be communicated to the Education and Library Board Induction Officer early in the school year, e.g. November, so that additional support can be negotiated.)

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 dealing with parents;
- '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.

Beginning teachers who are initially appointed as substitute teachers but whose contracts are extended incrementally should:

- alert the Education and Library Board explaining their change in circumstances and continue with the induction process as in 4.3.1 above.

Beginning Teachers Involved in Day-to-Day Substitute Teaching:

Beginning teachers engaged in day-to-day substitute teaching should:

- register with the Education and Library Board where they live so that they can receive information about courses on request;
- 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 (Ref 4.3.1-4.3.5 and 4.6);

- make an arrangement with the school to sign their interim and summative reports if and when appropriate;
- keep a log of their development in relation to the core values and teacher competences with particular reference to demonstrating professional development (Ref 2.3 and 2.7); and
- maintain regular contact with CASS.

Guidance for Schools Which Employ Beginning Teachers on a Day-to-Day, Locum, Basis:

- schools should modify the programme to meet the needs of temporary beginning teachers who are in schools for less than a year;
- schools which employ beginning teachers on a day-to-day basis should support them as far as possible;
- where there is a possibility that a beginning teacher 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; and
- prepare interim and summative reports (Ref 4.7 and 4.8) which will be the outcome of joint discussion with the beginning teacher and which will refer to the outcomes of the induction action plan and the combined feedback from observation of teaching and teacher competences.

Teachers who have taught for less than a year but who have met the criteria for completion of induction may be allowed to enter Early Professional Development. This decision will be taken by the school in partnership with the Education and Library Board.

4.3.2 Developing the Individual Induction Action Plan

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

- the career-entry profile;
- the GTCNI Competences and Core Values;
- the school context;
- any relevant priorities identified in the school development plan; and
- personal and professional development needs.

The career-entry profile will inform the individual induction action plan. This action plan will provide guidance on the beginning teacher's continuing professional development. See section 4.6 for a layout of the induction action plan.

4.3.3 The Process of Action Planning

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 beginning teacher in:

- discussing the information contained in the career-entry profile in light of the beginning teacher'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 re-negotiate targets if necessary;
- agreeing the summary content for the interim review report in January (see 4.7); completing a summative statement to indicate the completion of induction (see 4.8); and
- identifying possible focused activities and support for early professional development.

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

The following points give a short explanation of each heading:

a. Area(s) for Development - Target(s)

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

b. Action, including Timescales

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

c. Support Arrangements

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

d. 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.

e. Monitoring and Evaluating

Monitoring and evaluating will focus the beginning teacher 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 beginning teacher 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

On completion of the induction action plan, the beginning teacher 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.

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.

4.3.5 Approaches for Monitoring and Evaluating Progress

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

Informal methods should include:

- pre-planned time set aside for meeting with the beginning teacher throughout the year;
- discussions with key personnel to gain an overview of the beginning teacher's progress;
- observation of classroom practice, displays of work, relationships with staff, pupils, parents, etc; and
- feedback from ELB staff.

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.

An important aspect of monitoring and evaluating is a record of self-evaluation made by the beginning teacher. 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.

4.3.6 Induction Portfolio

During the induction process the beginning teacher should compile a portfolio of professional development. This should include:

- Career-Entry Profile;
 - a short statement of context;
 - the induction action plan (proforma 4.6);
 - 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 Revised NI Curriculum)
 - learning outcomes
 - how they will be assessed
 - teaching approaches, what the pupils will do; what the teacher will do
 - resources, including Educational Technology (ET) 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 Education and Training Inspectorate (ETI) recommends that there should be two formal observations of the beginning teachers' 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 attendance at courses and other opportunities for staff development, e.g. observations of other colleagues both within and outside the school, ongoing staff development within the school (proforma 4.9);
 - evidence of involvement in extra-curricular activities where appropriate;
 - negotiated interim and summative reports (proforma 4.7, 4.8); and

- certificate/letter confirming successful completion of induction.

This portfolio will contribute to the overall discussion on the success of the action plan and identified support. It will also encourage the beginning teacher 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.

4.3.7 Classroom Observation

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 beginning teacher 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.

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 beginning teacher.

4.4 Completion of induction

4.4.1 The Summative Report on Induction

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

- the teacher competences and core values (see 2.3 and 2.7);
- from observation(s) of teaching by senior colleague(s);
- from observation(s) by peers and critical friends; and
- from a portfolio of professional development (4.3.6).

4.4.2 Successful Induction

At the end of a successful period of induction the beginning teacher 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.

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

4.4.3 Unsuccessful Induction

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.

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

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:

- a completes a summative report and signs off the beginning teacher 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 beginning teacher enters the unsatisfactory teachers' process. Where a teacher is unsuccessful in induction the normal procedures for unsatisfactory teachers are implemented.

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 beginning teacher 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 beginning teacher 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:

- a completes a summative report and signs off the beginning teacher 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 beginning teacher enters the unsatisfactory teachers' process.

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 the partnership with the Education and Library Boards and Higher Education Institutions, as appropriate.

4.5 School Induction Programme

A school induction programme should be established for all beginning teachers.

The programme should be designed to introduce the beginning teacher 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.

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

Professional support:

- a Introduction to School
 - location of school
 - all staff
 - layout of school building
 - relevant locations
 - car parking
 - catchment area
 - tea/coffee facilities
- b Routines
 - morning break/lunch
 - directed time
 - meetings
 - assemblies

- bus duty
- corridor duty
- school calendar of events
- arrangement for absence

c Ethos and Relationship within School

- culture of the school, EMU 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
- staffing structure (role and responsibilities, job descriptions)

d School Documentation

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

e Administration

- timetable
- teaching accommodation
- class/pupil records
- completion of ORM sheets
- school meals administration
- money collections
- record keeping

f Pupils/Classes

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

g Areas of Additional Responsibility

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

h Resources

- access to relevant teaching resources and accompanying procedures including IT
- displays of pupil work
- reprographic facilities
- user-borrower procedures
- facilities in local Teachers' Centres

i 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

j Parental Issues

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

Pastoral support:

a Introduction to Area

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

b Salary

- point on salary scale
- tax office information
- salary payment process

c Social development

- time for themselves
- clubs
- activities
- centres

d Union information

- range of options
- services provided

e Plan time to talk

- counselling
- needs
- fears
- problems
- health issues
- dress code

4.5.1 Opportunities for School-focused Staff Development

The list which follows is neither prescriptive nor exhaustive. Schools may decide on the range of activities appropriate to the needs of their beginning teacher(s). The activities may take place in the beginning teacher'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 beginning teacher;
 - taught by the beginning teacher;
 - jointly planned by the beginning and experienced teacher but not jointly taught;
 - jointly taught by the beginning and experienced teacher but not jointly planned; and
 - jointly planned and taught by the beginning and experienced teacher;
- Evaluation of pupil activity/interaction:
 - focused evaluation of competence of teacher;
 - focused evaluation of lessons; and
 - focused evaluation on dimension of activities, eg language, pupil organisation, etc;
- Evaluation and assessment of pupil work between experienced teacher(s) and the beginning teacher. Choose types of work and discuss;
- Reflect on individual teacher documentation:
 - recording systems;
 - records; reports, including reports to parents;
 - filing systems;
 - individual education plans; and
 - policy documents;
- Evaluation of selection of appropriate resources:
 - ICT;
 - books;
 - library;

- professional journals.
- Review and reflect on classrooms:
 - layout;
 - displays;
 - resources;
 - class libraries;
 - 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.

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)
<p>Target(s)</p> <p>Taken from any of the following and referenced to the appropriate GTCNI competences- Section 6 'Teaching – the Reflective Profession'.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Priorities for development from Career Entry Profile. • Needs arising within classroom setting. • School Development Plan Priorities. • Discussion with Teacher Tutor. <p>At a later stage targets may arise from:</p> <ul style="list-style-type: none"> • Reflection on previous practice. • Classroom observation and feedback. 	<p>What do I have to do to make this happen?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Planning. • Teaching Strategies. • Timing. • Collaboration with Teacher Tutor and other teachers – HOD/Key Stage - subject co-ordinators. • CASS support. 	<p>What support will I need to help me implement my targets?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Induction Inset Programme. • Assistance given by teacher tutor/HOD/Key Stage co-ordinator. • Advice and guidance from CASS. • Classroom assistants. • Other external support. • Appropriate resources. 	<p>What do I expect my targets to achieve?</p> <p>Consider:</p> <p>The specific improvements, skills, knowledge and learning outcomes for:</p> <p>a) my pupils; and</p> <p>b) my own Professional Development – the impact on my teaching and classroom Management.</p>	<p>How will I monitor and evaluate progress?</p> <p>Consider: How & When.</p> <ul style="list-style-type: none"> • BT Reflection/Self-evaluation of practice. • Teacher Tutor/Principal/HOD Classroom observation. • CASS by invitation. • Regular monitoring/assessment of pupils' work. • Regular meetings with my TT/HOD. <p><u>The Development of my Portfolio</u></p> <ul style="list-style-type: none"> • CEP. • Induction Action Plan. • Feedback from Principal/TT/HOD re classroom observation. • Record of courses in school/outcentre/ staff development feedback from regular meeting monitoring progress. • 2 examples of planning. • 3 samples of pupils' work. • Extra curricular activities. • BT's Reflective Reports. • Interim report 4.7. • Summative report 4.8. • Certificate/letter confirming successful completion of induction (4.10). NB Copy of certificate/letter at 4.10 to be sent to GTCNI.

4.7 Interim Review Report

School _____

Date _____

Signed (Beginning teacher) _____

TR Number _____

Signed (Teacher-tutor) _____

Counter-signed (Principal) _____

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

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

a Achievements and area(s) of strength

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

4.8 Summative Report on Induction

School _____

Date _____

Signed (Beginning teacher) _____

TR Number _____

Signed (Teacher-tutor) _____

Counter-signed (Principal) _____

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

a Achievements and area(s) of strength

b Area(s) for continuing professional development

c Interim plans for focusing early professional development

Recommended for Successful Completion of Induction Yes/No
(Please delete as appropriate)

4.9 Record of Professional Development during Induction

Date	Focus	Action taken as a result of participation

4.10 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 beginning 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 the Board of Governors) _____

School Name _____

Date _____

A copy of this certificate of completion has been:

- given to the beginning teacher;
- retained by the school;
- sent to the General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast BT2 7AF; and
- sent to relevant Education and Library Board.

4.11 Example of a primary induction programme

JUNE

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

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

FIRST TERM AUGUST

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

- a information given about lunch times, break duty, directed time - daily routines, etc. (e.g. roll-call, money collection);
- b class list given - information about pupils passed from previous teachers - written and oral;
- c help given with organisation of reading and maths groups;
- d materials and resources allocated e.g. structured play materials, reading books, etc.;
- e advice given about seating arrangements and lay-out of desks - organisation of class;
- f help given with drawing up a time-table fitting in PE, TV, radio programmes, etc.;
- g advice given about pupils with learning/behavioural problems;
- h weekly $\frac{1}{2}$ hr- $\frac{3}{4}$ hr meetings between teacher-tutor and beginning teachers arranged for first term of school year; and
- i introduction to planning in year bands - sharing ideas.

SEPTEMBER-OCTOBER

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

First meeting - opportunity for beginning teachers 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 beginning teachers 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;
- Helping with 'fillers-in' between lessons;
- Managing the breadth of the curriculum;
- Which subject do you need most help with;
- Integrating computer and information technology;
- Making arrangements about Christmas shows, etc.

SECOND TERM JANUARY-FEBRUARY (meetings reduced to fortnightly)

- Principal, teacher-tutor and beginning teachers 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 beginning teacher 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 beginning teachers, depending on progression made and competences achieved. This is an individual programme and time is spent on getting the beginning teachers 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.

- Beginning teachers 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 beginning teachers 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 beginning teachers 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 beginning teachers - how can these be shared with the rest of the staff? If possible arrange for beginning teachers to see others at work, and vice-versa, where good practice is being passed on.
- Principal, teacher-tutor and beginning teachers 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 beginning teacher 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.

4.12 Example of a Post-primary School Induction Programme

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

Aims

- 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.
- To introduce new staff to the organisation and administration of the school.
- 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.
- To provide support for beginning teachers experiencing particular difficulties in settling into a new environment.
- To integrate beginning teachers into the staff with the maximum support available for new personnel.
- To place subject induction schemes within the context of the general school programme, in order to bring clarity and coherence, thus guaranteeing the maximum of support.
- To provide additional support for beginning teachers by addressing key issues in the science of teaching.

Framework for Achieving Aims

Beginning teachers 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:

- Regular induction meetings attended by the VP and all new staff;

- b Induction meetings involving key personnel, responsible for organisational and administrative areas within the school;
- c Individual teacher/VP meetings where appropriate;
- d Individual departmental induction programmes;
- e Individual teacher/Principal meetings, where appropriate;
- f ELB induction programme; and
- g Staff handbook.

Induction meetings are interactive in format, aiming to inform new staff and to encourage reflection on practice. By encouraging staff to analyse our systems, we 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 our particular approach. Most importantly, it aims to personalise the organisational arena of the school and encourage healthy debate and discussion of our approach.

Individual teacher/VP meeting aims 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 ELB induction scheme. 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 beginning teachers.

Finally, the induction programme must also include an informal component which ensures that support for beginning teachers 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 beginning teachers 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 beginning teachers in the coming weeks. The beginning teacher 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
- capitation fees
- homework diaries
- remainder of day
- staff duty rota
- library supervision
- reprographics
- clerical staff
- technical staff
- staff timetable difficulties
- staff absenteeism and cover
- notice board

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 section, liaison with form teachers;
- Role of assistant head of section and subject teachers;
- The role of the progress cards;
- Parents evenings.

Meeting Three - Mid November

Focus of the meeting:

- Teacher duty rota;
- Detention system;
- Records of achievement;
- 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 and CLASS 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/privileges/prefects.

Meeting Seven - End of March

Focus of the meeting:

- School magazine;
- Library organisation; rules of library; role of librarian; library service;
- 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.

5. EARLY PROFESSIONAL DEVELOPMENT (EPD): MANAGING AND COORDINATING EPD IN SCHOOLS

5.1 *Introduction and objectives of EPD*

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.

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.

EPD is the third stage of teacher education, of 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.

Similar to the induction stage (reference 4.3.1), the EPD stage is not an option but an essential part of “further training and professional development” in which all teachers are required to participate (reference: Teachers (Terms and Conditions of Employment) Regulations (NI) 1987). On completion of the induction stage successfully, a beginning teacher should register for EPD in his/her area education and library board.

All teachers who have completed induction are required to register for EPD with their education and library board for each of the two years of the programme to ensure they attend the relevant courses and avail of the in-school days and support provided.

5.2 *EPD: the programme*

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.

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

- focus on teaching and learning;
- include educational technology (ET) to support learning.

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.

5.3 EPD: the process

The beginning teacher 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, 5.5 and 5.6.

5.4 Tutorial support for beginning teachers in EPD

The beginning teacher 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.

5.4.1 The principal will need to ensure that there are appropriate arrangements to help the beginning teacher 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.

The main responsibilities of the principal are to:

- ensure that the beginning teacher and teacher-tutor have adequate time;
- provide the resources needed for the beginning teacher 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 beginning teacher 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 beginning teacher has successfully completed the programme and, in the event of any lack of agreement which cannot be resolved within the school, to call on advice from CASS and HEIs, as appropriate, on guidance and interpretation of EPD and its outcomes;
- assist the Inspectorate in the quality assurance of induction and EPD.

5.4.2 The role of teachers in providing tutorial support

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

- attending the teacher-tutor training provided by their education and library board and regularly updating this training;
- 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.

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 beginning teacher;
- be an active listener, and open and accepting to ideas presented by the beginning teacher;
- have good personal and professional relationships with the remainder of the staff;
- have high expectations of pupils and of the beginning teacher.

The experienced teacher who is providing tutorial support should:

- set time aside to have discussion with the beginning teacher in an atmosphere of total attention;
- facilitate and manage the beginning teacher's progress through frequent and regular contacts, observation, and feedback on his/her teaching and on the pupils' learning;
- assist the beginning teacher to analyse teaching, set goals, and evaluate;
- monitor the beginning teacher's progress, and help him/her to develop an individual action plan;
- be a firm advocate to all in authority on behalf of the beginning teacher;

- articulate their own good general practice and continuously update their own professional knowledge;
- develop and use a network of contacts, both to enlarge the beginning teacher's experiences and to enable him/her to draw on a range of sources from which to learn;
- increasingly use ICT applications to expand the range of professional possibilities.

5.4.3 The role of the wider educational network

Throughout EPD, the teacher-tutor and beginning teacher 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 beginning teacher has planned. The wider educational network provides an audience within which the beginning teacher 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.

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 beginning teachers in the immediate area;
- CASS;
- 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;
- subject specialists, for example, in other schools, and further and higher education institutions.

5.5 Structure of a Professional Development Activity (PDA)

Section A Completed by the beginning 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 (ET) 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 COMPETENCES AND CORE VALUES

*Consideration should be given to the General Teaching Council for Northern Ireland Competences and Core Values. 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 Educational Technology)

Outline the resources you will use to carry out this cycle, e.g. books, classroom visitors, internet, word processing, tapes, CD Roms, video, TV, digital cameras, video conferencing, etc.

Clear reference should be made to how the use of ET 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;*
- *audio and video tapes of teaching;*
- *pupils' work, including evidence of the use of educational technology 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? (Reference: Teacher Education Partnership Handbook, Section 2.1).*
- 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.

5.6 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 (see 2.3) 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: _____

5.7 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 beginning teacher is developing as a skilful 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 (Reference 5.6) includes statements to assist with quality assurance.

5.8 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 (Reference 5.11).

5.9 Accrediting EPD

Work done on PDAs may receive credit towards postgraduate courses at Queens' University, University of Ulster, the Open University, St Mary's University College, and Stranmillis University College. If interested in accreditation, beginning teachers and those who have completed EPD successfully should contact the universities/colleges directly. Teacher-tutors may also apply for accreditation.

5.10 Confirmation of completion of the first professional development activity

NB: this need only be completed in respect of a beginning teacher who intends to undertake his/her second Professional Development Activity (PDA) in a different school. In this event, the confirmation of completion declaration should be retained by the teacher and presented to the school in which he/she undertakes his/her second PDA as evidence of successful completion of the first PDA.

Name of beginning 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:

Educational Technology was included in order to:

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

The beginning teacher 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 5.6 of the Teacher Education Partnership Handbook.

Signature (Principal) _____

Date _____

**Signature (Chairman,
on behalf of the Governors)** _____

School name _____

Date _____

5.11 Wording to confirm the completion of the EPD stage

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

Name of beginning 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:

Educational Technology 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:

Educational Technology was included in order to:

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

The completed Professional Development Activities are available to the Board of Governors.

The beginning teacher 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 5.6 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 beginning teacher;
- retained by the school;
- sent to the General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast BT2 7AF; and
- sent to the relevant Education and Library Board.