

FIVEMILETOWN COLLEGE

# TEACHER PROFESSIONAL DEVELOPMENT



## *BEGINNER TEACHER POLICY*

## **Context**

The first year of teaching is not only very demanding but also of considerable significance to the professional development of the beginning teacher. At Fivemiletown College we consider BTs an important addition to our staff bringing with them new knowledge and skills as well as enthusiasm, creativity and imagination. Through our structured and flexible induction programme, we offer comprehensive guidance and support to BTs to develop their knowledge, skills and professional competences. In time their early career development will provide a secure foundation upon which to build a successful teaching career.

## **Aim**

To ensure that all Early Career Teachers (ECTs) complete the required period of Induction and EPD in line with the arrangements stipulated by “The Arrangements for Initial Teacher Education from September 1996” and take account of the revised teacher competences framework (Teaching: The Reflective Profession. GTCNI)

## **Objectives**

- To provide a programme of monitoring and support which is tailored to the individual
- To build upon the BT’s knowledge and skills developed through initial teacher training
- To provide adequate support and guidance to Early Career Teachers entering the profession, to enable them to develop aspects of their practice to reach their full potential.
- To develop the BT’s skills of self-evaluation and reflection, providing a sound foundation for continuing professional development.
- To make a recommendation to the board of governors that is based on rigorous and fair assessment, as to whether the ECT has met the induction/EPD standards at the end of the induction/EPD period.

## **Roles and responsibilities**

### **a. The Board of Governors**

The governing body is fully aware of “The Arrangements for Initial Teacher Education from September 1996, The Teacher Education Partnership Handbook and the GTCNI’s revised teacher competences framework (Teaching: The Reflective Profession. GTCNI) which set out the school's responsibility to provide the necessary monitoring and support for BTs. The governing body is kept aware and up to date about induction arrangements and the results of the interim and summative reports.

### **b. The Principal**

At Fivemiletown College the Principal plays a supportive role in the induction process. Although Mrs Janice Allen delegate’s primary responsibility for the programme to the teacher tutor, she is fully aware of progress and takes an interest in BT development. She demonstrates her commitment to the programme by:

- keeping the Board of Governors informed of the Induction and EPD arrangements in place for Beginning Teachers in the school
- ensuring that there are effective Induction and EPD support programmes in place for Beginning Teachers
- facilitating attendance at TPL programmes for Beginning Teachers, teacher-tutors and other key staff
- countersigning the interim review and summative reports, and, if appropriate, recommend successful completion of Induction to the Board of Governors
- celebrating within the school successful completion of the Induction and EPD stages by Beginning Teachers

### **c. The Teacher Tutor**

At Fivemiletown College the teacher tutor, Mr Stephen Clarke is responsible for the induction programme. He is responsible for providing pastoral and professional support and making rigorous but fair judgements. In his role he endeavours to:

- get to know the beginning teacher personally and professionally
- create an open, supportive and challenging climate
- co-ordinate and manage the Induction and EPD programmes
- monitor and evaluate the support programme for the beginning teacher
- provide the beginning teacher with relevant information which outlines such as School Development Plans, School Policies etc.
- assist the beginning teacher to identify his/her professional development needs in the school, and ensure that these are addressed effectively
- encourage the beginning teacher to reflect critically on his/her teaching and on the quality of pupils' learning
- monitor and evaluate the beginning teacher's progress through direct classroom observation and providing regular feedback and support to promote continuous professional development
- assist the beginning teacher to select an appropriate focus for both Action Plans and PDAs
- keep the Principal and other key staff informed of the beginning teacher's progress; and
- if appropriate, recommend to the principal the successful completion of Induction and EPD.

#### d. The Beginning Teacher

At Fivemiletown College we believe that Beginning Teachers have an important role to play in the life of the school. We are committed to ensuring that new teachers rapidly become effective members of staff within the school. Existing staff, the new teacher and above all, pupils, will benefit if the new teacher settles in quickly, becomes familiar with the vision, core values and operations of the school. In reciprocation, we expect BTs in the induction stage to:

- be proactive and take the initiative in seeking advice and help from the teacher tutor

- be well prepared for teaching lessons
- act upon the constructive comments of staff who observe lessons
- observe more experienced teachers within the department and elsewhere in the school, to learn from their good practice
- engage in reflective self-evaluation of their professional practice and the underlying assumptions on which they are based
- present induction materials in a portfolio of evidence
- complete the induction stage successfully

During the EPD stage the beginning teacher is required to

- register for EPD with the EA
- identify professional development needs in the current school context
- review professional development needs regularly in consultation with the teacher-tutor
- complete two professional development activities over 2 years (one in EPD 1 and a second in EPD 2) which should derive from the professional needs identified and be linked to the GTCNI teaching competences
- present PDAs in a portfolio of evidence
- complete the EPD stage successfully

### **Monitoring and Evaluation**

Observation of classroom practice is an essential part of induction for any BT. If the focus of the observation is clear, it not only provides evidence of strengths and areas for development, but also offers a mechanism for helping beginner teachers improve and develop teaching skills. The BT will be observed on at least 4 occasions (2 observations per action plan/PDA) and these should be once every half term. Observations should focus on particular aspects of the BT's teaching. The choice of focus for the observations should be informed by the teacher competence framework and the BT action plan. Observations will follow arrangements that are agreed in

advance and a brief written record will be made on each occasion. The BT and the observer will have a follow-up discussion to analyse the lesson(s) observed. This record will relate to the BT's focus for development and indicate where action is to be taken.

### **Review and Evaluation of Progress**

Professional reviews of progress, based on discussion between the BT and the teacher tutor will take place at intervals throughout the induction period. There will be at least one scheduled review meeting in any six to eight-week period e.g. half term. Professional reviews of progress will be informed by evidence of the BT's teaching observations. Objectives will be reviewed and revised in relation to the strengths and needs of the BT. A written record will be kept monitoring progress towards objectives set, as well as identification of the steps to be taken to support the BT in meeting the objectives. The role of formal assessment meetings should be made clear before they take place. Two formal review meetings between the BT and the teacher tutor should take place during the induction period, at the interim and summative report stage. These meetings should be informed by written reports from the classroom observations, and evidence that has been gathered systematically in the induction portfolio which should relate directly to the teacher competences and the BT's action plan. The principal should countersign the interim review and summative reports, and, if appropriate, recommend successful completion of Induction to the Board of Governors and send a copy of the 'completion of induction' certificate to Teachers' The General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast BT2 7AF.

### **Policy Review**

Adopted by Board of Governors – 11<sup>th</sup> November 2021

Reviewed – September 2022

Date of Next Review – September 2023