



POLICY FOR INDUCTION AND PROFESSIONAL DEVELOPMENT OF BEGINNER TEACHERS

Reviewed: January 2021 by Mrs Joan Robb (Teacher Tutor)

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Policy for the Induction and Professional Development of Beginning Teachers

Rationale

The first year of teaching is not only very demanding but also of considerable significance in the professional development of the beginning teacher. Newbuildings Primary School's induction process ensures that appropriate guidance and support includes the development of skills, knowledge and expectations, through a structured but flexible individual programme. This programme will enable the beginning teacher to form a secure foundation upon which a successful teaching career can be built.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of those who supervise the induction is a crucial factor in its continued success. The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

All aspects of this policy are underpinned by Articles 28 and 29 of the United Nations Convention on the Rights of the Child. (Appendix 1)

Purposes

Newbuildings Primary's induction process has been designed to make a significant contribution to both the professional and personal development of beginning teachers. We seek to do this through an induction programme which:

- ✚ provides programmes appropriate to the individual needs of the BT;
- ✚ provides appropriate pastoral support through the role of an identified teacher tutor, especially during the unprecedented pandemic of Coronavirus;
- ✚ helps BTs develop their knowledge and understanding of the teachers competence framework and its application to induction and their future professional development;
- ✚ provides opportunities to identify areas for development;
- ✚ encourages reflection on their own and observed practice;
- ✚ provides BTs with examples of good practice;
- ✚ helps BTs form good relationships with all members of the school community and stakeholders;
- ✚ helps BTs become aware of the school's role in the local community;
- ✚ provides opportunities to recognise and celebrate good practice;

- ✚ helps BTs to develop an overview of teacher's roles and responsibilities;
- ✚ provides a foundation for longer-term professional development.

Roles and Responsibilities

The Board of Governors

The governing body are fully aware of "The Arrangements for Initial Teacher Education from September 1996" and the revised teacher competences framework (Teaching: The Reflective Profession. GTCNI) which sets out the school's responsibility to provide the necessary monitoring, support and assessment for BTs. Careful consideration is given, prior to any decision to appoint a BT, whether our school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Principal

The principal at Newbuildings Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. At Newbuildings Primary School the principal demonstrates her commitment to the programme by:

- ✚ raising the staff 's awareness of the requirements of the induction and EPD stages, and of the school's responsibilities to beginning teachers;
- ✚ ensuring that there are effective Induction and EPD support programmes in place for beginning teachers;
- ✚ keeping the Board of Governors informed of the Induction and EPD arrangements in place for beginning teachers in the school;
- ✚ enabling the teacher-tutor and other key staff who work with beginning teachers by ensuring that they have sufficient time to provide support;
- ✚ facilitating attendance at EA programmes for beginning teachers, teacher-tutors and other key staff;
- ✚ monitor the programme of support to ensure high quality and consistent provision for all beginning teachers;

to the beginning teacher(s) by:

- ✚ meeting with beginning teachers and the teacher-tutor to discuss progress and help identify development needs;
- ✚ encouraging beginning teachers by taking a close interest in their work including the Induction and PDA portfolios;
- ✚ consider the potential of the PDAs for staff development within the school;
- ✚ celebrating within the school successful completion of the Induction and EPD stages by beginning teachers.

While the principal may delegate some of these responsibilities to the teacher tutor or other suitably experienced colleagues, she will have responsibility for:

- ✚ countersigning the interim review and summative reports, and, if appropriate, recommend successful completion of Induction to the Board of Governors;
- ✚ recommending to the Board of Governors that the beginning teacher has successfully completed the EPD programme, if appropriate;
- ✚ sending a copy of the 'completion of induction' certificate to Teachers' Administration and Salaries Branch, Waterside House, 47 Duke Street, Waterside, Londonderry BT47 1FP.

Teacher Tutor

The principal requirement for the BT teacher tutor is to be responsible for the overall management of initiating BTs into the teaching profession and into Newbuildings Primary School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of the BTs performance. The teacher tutors responsibilities will include:

- ✚ creating an open, supportive and challenging climate;
- ✚ co-ordinating and managing the Induction and EPD programmes in her/his school;
- ✚ providing support for key staff involved in the development of the beginning teacher;
- ✚ monitoring and evaluating the support programme for the beginning teacher;
- ✚ providing the beginning teacher with information which outlines, for example, school aims, routines, policies and procedures on child protection, pastoral care, health and safety and special needs;
- ✚ assisting the beginning teacher to identify her/his professional development needs in the school, and ensure that these are addressed effectively;
- ✚ encouraging the beginning teacher to reflect critically on her/his teaching and on the quality of pupils' learning;
- ✚ monitoring and evaluating the beginning teacher's progress through direct classroom observation of their work by the teacher-tutor and/or other key staff, and provide regular feedback and support to promote continuous professional development;
- ✚ assisting the beginning teacher to select an appropriate focus for their action plan and both PDAs for EPD, draw together all sources of evidence and complete reflective statements;

- ✚ agreeing with the principal on a mechanism for monitoring and evaluating the EPD process in school;
- ✚ keeping the principal and other key staff informed of the beginning teacher's progress;
- ✚ availing of Teacher Tutor professional development opportunities and
- ✚ recommending (if appropriate) to the principal the successful completion of Induction and EPD.

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements from their initial teacher training as evidenced in their CEP and seeks to help them develop professionally in relation to the teaching competence framework (GTCNI).

The key aspects of the induction programme for BTs at Newbuildings Primary School are as follows:

- ✚ Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- ✚ A structured visit to the school prior to taking up appointment with time to meet key personnel and discuss their Career Entry Profile, teaching responsibilities, school policies and procedures.
- ✚ Help and guidance from the teacher tutor who is adequately prepared for the role and will coordinate the induction programme.
- ✚ Regular meetings with the teacher tutor, senior leaders and other key staff where appropriate.
- ✚ Time and regular opportunities to meet with other BTs and teachers who have recently completed their induction programme.
- ✚ Observe experienced colleagues teaching.

- ✚ A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme.
- ✚ Have teaching observed by experienced colleagues.
- ✚ To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- ✚ Opportunities for further professional development based on agreed targets.
- ✚ Involvement in learning/focus groups and inter-disciplinary teams.

Lesson observation, reviewing and target setting.

The beginning teacher will be observed 4 times in the year - 2 observations per action plan. These will be followed and completed in accordance with the school guidelines on classroom observation.

Assessment and Quality Assurance.

The assessment of BTs will be rigorous but also objective.

- ✚ The criteria used for formal assessments will be shared and agreed in advance.
- ✚ Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- ✚ Responsibility for assessment will involve all teachers who have a part in the BT's development in order to gain a reliable overall view.
- ✚ Opportunities will be created for BTs to gain experience and expertise in self-assessment.
- ✚ The teacher tutor will ensure that assessment procedures are consistently applied.
- ✚ Copies of any records will be passed to the BT concerned.
- ✚ Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school

At Risk Procedures

If any BT encounters difficulties with meeting the teaching competences, the following procedures will be put into place.

- ✚ An expectation is established that the support provided will enable any areas of difficulties to be addressed.
- ✚ Records of the exact nature of the problem and advice given on how to redress the problem.
- ✚ Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- ✚ Experienced colleagues will model aspects of good practice so that the BT can focus attention on particular areas of teaching through observation.
- ✚ Early warning of the risk of failure will be given and the school's concerns communicated to the EA without delay.

Where a BT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the EA adviser will support the induction tutor and BT in observations and planning an appropriate programme to ensure satisfactory completion of the BT year and that all steps have been taken to improve the situation.

Addressing BT Concerns

If a BT has any concerns about the induction, and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the BT should raise concerns with the EA Officer responsible for Induction and Early Professional Development.

This policy was agreed and adopted in January 2021. It will be reviewed as part of the school's development cycle by January 2023.

(Appendix 1)



Articles 28 and 29 of the Convention on the Rights of the Child

Articles 28 and 29 focus on a child's right to an education and on the quality and content of education. Article 28 says that "State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity." Article 29 focuses on the aims of education and says that governments agree that "the education of the child shall be directed to:

- The development of the child's personality, talents and mental and physical abilities to their fullest potential.
- The development of respect for human rights and fundamental freedoms and the principles enshrined in the Charter of the United Nations.
- The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilisations different from his or her own.
- The preparation of the child for responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.
- The development of respect for the natural environment.

