

## Education and Training Inspectorate

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Report of a Survey

# The Induction and Early Professional Development of Beginning Teachers

Inspected: 2002/2004

# CONTENTS

<b>Section</b>	<b>Page</b>
<b>EXECUTIVE SUMMARY</b>	
1. Introduction, Context and Evidence Base . . . . .	1
2. Induction: Strengths and Areas for Improvement . . . . .	3
3. Early Professional Development: Strengths and Areas for Improvement . . . . .	9
4. Conclusion . . . . .	11
<b>MAIN FINDINGS</b>	
1. Introduction, Context and Evidence Base . . . . .	13
2. Induction . . . . .	15
3. Early Professional Development . . . . .	33
4. The Curriculum, Advisory and Support Service (CASS) . . . . .	43
5. Conclusion and Recommendations . . . . .	49
6. Areas for Improvement: Induction . . . . .	49
7. Areas for Improvement: Early Professional Development . . . . .	53
8. Concluding Statement . . . . .	55
<b>APPENDICES</b>	
Appendix 1 - Belfast Education and Library Board CASS . . . . .	57
Appendix 2 - North Eastern Education and Library Board CASS . . . . .	61
Appendix 3 - South Eastern Education and Library Board CASS . . . . .	65
Appendix 4 - Southern Education and Library Board CASS . . . . .	69
Appendix 5 - Western Education and Library Board CASS . . . . .	73
Appendix 6 - Education and Library Boards' Induction Statistics . . . . .	77

## EXECUTIVE SUMMARY

1. INTRODUCTION, CONTEXT AND EVIDENCE BASE
  - 1.1 In Northern Ireland, the teacher competence model underpins the integrated approach to early teacher education. Since not all of the competences are acquired during initial teacher education, the stages of induction, the first year of teaching, and early professional development (EPD), the second and third years of teaching, are central to the continuing professional development (CPD) of beginning teachers.
  - 1.2 During the 2002/03 and 2003/04 academic years, the Education and Training Inspectorate (Inspectorate) undertook a survey to evaluate the quality and effectiveness of the arrangements for the induction and EPD of beginning teachers. The survey included visits to beginning teachers in schools and to in-service training courses (INSET) provided by the Curriculum Advisory and Support Service (CASS).
  - 1.3 To participate in the arrangements for further training and professional development, beginning teachers are required to register for induction with their education and library board (ELB), and on the successful completion of induction, to register for EPD on the early professional development website on the Northern Ireland Network for Education (NINE). The ELBs report that during 2002/03, 909 beginning teachers registered for induction while in 2003/04, the number of beginning teachers registered for induction was 1023. The CASS officers collect and analyse statistics on the beginning teachers who register at the start of the induction year. The overall statistics for the two years of the survey indicate that 48% of the beginning teachers held permanent or one year

temporary posts, while 52% were on less than one year temporary contracts, part-time contracts or not in post. It is important that these statistics inform the Department of Education's planning for the future teaching workforce.

- 1.4 The Inspectorate visited 60 beginning teachers in schools. During 2002/03, 34 of these beginning teachers were on induction, moving into year 1 of EPD in 2003/04. The remaining 26 beginning teachers were on year 1 of EPD in 2002/03 moving into year 2 of EPD in 2003/04. In the vast majority of instances, the Inspectorate made two visits each year to the beginning teachers. Over the two years of the survey, the Inspectorate made 219 visits to the beginning teachers, observed them teach, and held discussions with them about their induction and EPD programmes. The visits also included discussions with principals, teacher-tutors and other key support personnel in the schools. In addition, the Inspectorate drew on evidence from schools' inspections held during the two years of the survey. The Inspectorate visited 56 CASS INSET courses for the beginning teachers, provided at both individual board and inter-board level.
- 1.5 The link inspectors for each ELB reported back on the survey's findings to the managers and officers of each ELB.
- 1.6 Throughout the report a number of qualitative terms are used to present the findings. These terms should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75% - 90%
A majority	-	50% - 74%
A significant minority	-	30% - 49%
A minority	-	10% - 29%
Very few/a small number	-	less than 10%

## 2. INDUCTION

### 2.1 STRENGTHS: SCHOOLS

- 2.1.1 The arrangements for induction are generally effective in a majority of schools, especially for the beginning teachers who are in permanent employment or who are on one-year temporary contracts.
- 2.1.2 Most principals are very supportive of their beginning teachers and ensure that their schools have individualised induction programmes to support the beginning teachers' professional development.
- 2.1.3 In a majority of schools, the teacher-tutor is a senior manager, frequently a vice-principal.
- 2.1.4 Most of the teacher-tutors provide organised and effective support for the beginning teachers. In addition, other experienced teachers provide good support for the beginning teachers during induction.
- 2.1.5 The teacher-tutors carry out classroom observations that focus on agreed aspects of teaching, as outlined in the beginning teachers' action plans. In addition to the formal classroom observation, most beginning teachers benefit from informal links with their experienced colleagues.
- 2.1.6 A significant minority of schools require the beginning teachers to complete reports on the INSET they attend. In the best practice, the beginning teachers are also required to indicate how they intend to implement the ideas and approaches introduced at the INSET.

- 2.1.7 A majority of schools take a suitably holistic approach to evaluating the beginning teachers' progress when completing the interim and summative reports on induction.
- 2.1.8 A majority of the beginning teachers visited demonstrate the necessary enthusiasm and commitment to their work and seek advice and support from the teacher-tutors and other designated staff.
- 2.1.9 A majority of the beginning teachers' induction portfolios are well organised and contain comprehensive evidence of their professional development.
- 2.1.10 The beginning teachers visited are making satisfactory or better progress as reflective practitioners.

## 2.2 **AREAS FOR IMPROVEMENT: SCHOOLS**

In order to improve the quality of provision for the induction of beginning teachers, schools need to:

- ensure that all members of staff are fully aware of the induction process and of their involvement in it;
- ensure the role of teacher-tutor is established firmly in the school's management structure and provide dedicated time for the teacher-tutors to carry out their responsibilities and to attend INSET to update and improve their skills in supporting beginning teachers and assessing their progress;
- enable experienced teachers who assist with induction to attend INSET to improve their skills in supporting beginning teachers and assessing their progress;
- facilitate more frequent formal lesson observation of beginning teachers by teacher-tutors and experienced

teachers: there should be a minimum of six formal observations during the induction year;

- apply the criteria for the completion of induction with greater rigour;
- encourage and support beginning teachers to make use of existing online provision and support for teachers' professional development;
- establish clearly, when appointing a beginning teacher, the stage the teacher has reached on the continuum of early teacher education.

### 2.3 **AREAS FOR IMPROVEMENT: SCHOOLS AND THE DEPARTMENT OF EDUCATION**

In order to improve the quality of provision for the induction of beginning teachers, the Department of Education and schools need to:

- institute arrangements which will ensure that beginning teachers do not have timetables and duties which make unreasonable demands and that they have sufficient time, in addition to the normal non-contact time for routine planning, preparation and marking, to focus on their professional development. To ensure that beginning teachers are able to carry out the activities associated with induction, they require at least a 10% reduction in their timetables.

### 2.4 **STRENGTHS: CASS**

- 2.4.1 The CASS officers responsible for supporting beginning teachers are strongly committed to their work. They provide valuable support and guidance to the beginning teachers and the schools throughout the induction process.

- 2.4.2 The current arrangements for INSET ensure that the beginning teachers have access to comprehensive and intensive support during induction. There is good co-operation among the CASS staff at an inter-board level and there is evidence that they seek to take account of the beginning teachers' needs.
- 2.4.3 The CASS officers and other providers of INSET are suitably experienced. Most of the INSET courses are well organised, relevant to the beginning teachers' stage of development and provide opportunities for them to participate in collaborative work.
- 2.4.4 The CASS officers provide a wide range of good quality support materials and classroom resources, often prepared specifically for the beginning teachers.
- 2.4.5 Most of the beginning teachers respond well during the courses; many are enthusiastic and willing to articulate concerns and opinions and to engage in collaborative activities.
- 2.4.6 The INSET evaluations indicate that most of the beginning teachers find the INSET support helpful. There is evidence that the CASS officers take account of the evaluations when planning future INSET and support.

## 2.5 **AREAS FOR IMPROVEMENT: CASS**

In order to improve the quality of support for the induction of beginning teachers, CASS needs to:

- ensure that all subject specialist CASS officers are fully acquainted with the arrangements for and the focus of induction;
- provide further INSET for all teachers who assist with induction, to improve their ability to support beginning teachers and to evaluate their progress;



- allocate more time to discussion and reflection during the INSET courses to help the beginning teachers absorb ideas and consider how to integrate these into their teaching;
- develop further methods of evaluating the effectiveness of their INSET for beginning teachers;
- develop and offer structured support online for beginning teachers.

## 2.6 **STRENGTHS: THE TEACHER EDUCATION PARTNERS**

2.6.1 The Teacher Education Partnership Group provides a valuable forum for the discussion of issues relating to early teacher education. Its work helps to promote clarity and consistency in the arrangements for induction.

2.6.2 The Teacher Education Partnership Group's strategic plan identifies relevant priorities for further development of induction.

## 2.7 **AREAS FOR IMPROVEMENT: THE TEACHER EDUCATION PARTNERS AND THE GENERAL TEACHING COUNCIL (GTC(NI))**

In order to improve the quality of the management and co-ordination of the induction of beginning teachers, the teacher education partners and the GTC(NI) need to:

- give urgent consideration to assisting the professional development of beginning teachers in small primary schools;
- identify ways in which CASS and the higher education institutions (HEIs) can share their expertise and work together more systematically to ensure there is continuity

and progression in the transition from initial teacher education to induction;

- revise the nature and use of the Career Entry Profile so that it functions more effectively as a link between initial teacher education and induction;
- give urgent consideration to the development of online support for the professional development of beginning teachers during induction, exploring online provision through joint pilot work in the first instance;
- create systems that ensure there are more comprehensive and reliable statistics on induction;
- develop procedures to quality assure the rigour and consistency of the implementation of the arrangements for the induction of beginning teachers.

## 2.8 **AREAS FOR IMPROVEMENT: THE TEACHER EDUCATION PARTNERS, THE GTC(NI) AND THE DEPARTMENT OF EDUCATION**

In order to improve the quality of induction for beginning teachers, the teacher education partners, the GTC(NI) and the Department of Education need to:

- institute induction arrangements that ensure the professional development of beginning teachers on short-term contracts, part-time contracts or without employment is equitable, coherent and progressive;
- set appropriate time limits for the completion of induction.

### 3. EARLY PROFESSIONAL DEVELOPMENT

#### 3.1 STRENGTHS: SCHOOLS

- 3.1.1 The EPD process is most effective in schools that promote self-evaluation as a strategy for improvement.
- 3.1.2 Most teacher-tutors provide appropriate guidance to the beginning teachers on the selection of the focus of their Professional Development Activities (PDAs). Most experienced teachers provide good professional support to beginning teachers during EPD.
- 3.1.3 Most teacher-tutors monitor the beginning teachers' progress through EPD and assist in the evaluation of the PDAs in each of the two years.
- 3.1.4 Most of the beginning teachers demonstrate a growth in their confidence and competence during the two years of EPD. The majority of the PDAs are of a satisfactory or better quality.

#### 3.2 AREAS FOR IMPROVEMENT: SCHOOLS

In order to improve the quality of provision for the EPD of beginning teachers, schools need to:

- make more effective use of the beginning teachers' induction portfolios and summative reports on induction to improve continuity between induction and EPD;
- enable experienced teachers who assist with EPD to attend INSET to improve their monitoring and evaluation of the beginning teachers' progress;
- encourage and support beginning teachers to make use of existing online provision and support for teachers' professional development.

### 3.3 **STRENGTHS: CASS**

3.3.1 CASS INSET provides clear explanations of the EPD process and assists the beginning teachers to become familiar with the format of the PDA.

3.3.2 There is evidence that the CASS officers respond effectively to requests from schools and beginning teachers on EPD for advice and support.

### 3.4 **AREAS FOR IMPROVEMENT: CASS**

In order to improve the quality of support for the EPD of beginning teachers, CASS needs to:

- adjust the balance of INSET days to allocate more time to INSET during the two years of EPD;
- develop and offer structured support online for beginning teachers.

### 3.5 **STRENGTHS: THE TEACHER EDUCATION PARTNERS**

3.5.1 The Teacher Education Partnership Group's strategic plan identifies relevant priorities for further development of EPD, including the quality of the PDAs.

### 3.6 **AREAS FOR IMPROVEMENT: THE TEACHER EDUCATION PARTNERS AND THE GTC(NI)**

In order to improve the quality of the management and co-ordination of the EPD of beginning teachers, the teacher education partners and the GTC[Ni] need to:

- redesign the EPD process, giving the beginning teachers more flexibility to select from the full breadth of their

practice in order to demonstrate progress as reflective practitioners;

- develop a beginning teachers' Professional Development Portfolio to be maintained across induction and EPD. The Portfolio should promote and sustain reflective practice and form a bridge to Continuing Professional Development (CPD);
- give urgent consideration to the development of online support for the professional development of beginning teachers during EPD, in the first instance, through joint pilot work that develops continuity from the initial and induction stages of teacher education;
- develop procedures to quality assure the rigour and consistency of the implementation of the arrangements for the EPD of beginning teachers;
- create systems that ensure there are more comprehensive and reliable statistics on EPD;
- clarify the means by which beginning teachers can receive accreditation for their work during EPD and the links between EPD and CPD.

## 4. CONCLUSION

- 4.1 The arrangements for induction are generally effective in a majority of schools and most beginning teachers in permanent employment or on one-year temporary contracts are making satisfactory or better progress as teachers. The support provided by CASS is good and, on occasions, excellent. During EPD, most of the beginning teachers make good progress as teachers and the majority of the PDAs are of a satisfactory to good quality.

4.2 In order to improve the equity, consistency and quality of the arrangements for both induction and EPD, the Department of Education, the GTC(NI) and the teacher education partners need to work together to address the areas for improvement identified in this report. The report highlights the importance of strengthening the teacher education partnership to ensure that the beginning teachers benefit from the expertise and experience of all of the partners throughout early teacher education. For the improvements to be effective, it will be important that the beginning teachers develop a greater sense of ownership of and responsibility for their professional development during induction and EPD and that they understand more fully the link between early teacher education and their continuing professional development.

## THE MAIN FINDINGS

1. **INTRODUCTION, CONTEXT AND EVIDENCE BASE**
  - 1.1 In Northern Ireland, the teacher competence model underpins the integrated approach to early teacher education. Since not all of the competences are acquired during initial teacher education, the stages of induction, the first year of teaching, and early professional development (EPD), the second and third years of teaching, are central to the continuing professional development (CPD) of beginning teachers. During induction, the education and library boards' (ELBs) curriculum, advisory and support services (CASS) take the lead in partnership with the schools and supported by the higher education institutions (HEIs). The schools, in partnership with CASS and supported by the HEIs, take the lead during EPD. In order to promote the good co-ordination, liaison and communication necessary to ensure effective support for beginning teachers, the Teacher Education Partnership Handbook provides detailed guidance on the roles and responsibilities of the partners at induction and EPD. The overarching aim of the integrated approach to early teacher education is to encourage beginning teachers to develop their critical, reflective practice in order to improve their teaching and the quality of their pupils' learning.
  - 1.2 During the 2002/03 and 2003/04 academic years, the Education and Training Inspectorate (Inspectorate) undertook a survey to evaluate the quality and effectiveness of the arrangements for the induction and EPD of beginning teachers. The survey included visits to beginning teachers in schools and to INSET courses provided by CASS.

- 1.3 To participate in the arrangements for further training and professional development, beginning teachers are required to register for induction with their ELB, and on the successful completion of induction, to register for EPD on the early professional development website on the Northern Ireland Network for Education (NINE). The ELBs report that during 2002/03, 909 beginning teachers registered for induction while in 2003/04, the number of beginning teachers registered for induction was 1023. The CASS officers collect and analyse statistics on the beginning teachers who register at the start of the induction year. The overall statistics for the two years of the survey indicate that 48% of the beginning teachers held permanent or one year temporary posts, while 52% were on less than one year temporary contracts, part-time contracts or not in post. It is important that these statistics inform the Department of Education's planning for the future teaching workforce. There are no comparable statistics of the number of beginning teachers registering for EPD.
- 1.4 The Inspectorate visited 60 beginning teachers in schools. During 2002/03, 34 of these beginning teachers were on induction, moving into year one of EPD in 2003/04. The remaining 26 beginning teachers were on year 1 of EPD in 2002/03 moving into year 2 of EPD in 2003/04. In the vast majority of instances, the Inspectorate made two visits each year to the beginning teachers. Over the two years of the survey, the Inspectorate made 219 visits to the beginning teachers, observed them teach, and held discussions with them about their induction and EPD programmes. The visits also included discussions with principals, teacher-tutors and other key support personnel in the schools. In addition, the Inspectorate drew on evidence from schools' inspections held during the two years of the survey. The Inspectorate visited 56 CASS INSET courses for the beginning teachers, provided at both individual board and inter-board level.



1.5 The link inspectors for each ELB reported back on the survey's findings to the managers and officers of each ELB.

1.6 Throughout the report a number of qualitative terms are used to present the findings. These terms should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75% - 90%
A majority	-	50% - 74%
A significant minority	-	30% - 49%
A minority	-	10% - 29%
Very few/a small number	-	less than 10%

## 2. INDUCTION

2.1 The findings of the survey indicate that the full support and involvement of the principal and the school's senior managers are essential for an effective induction programme for beginning teachers. Induction programmes are most effective when the professional development of beginning teachers is an integral component of the school's overall staff and professional development programme. Induction is particularly effective when the principal ensures that all members of staff are aware of the elements of the induction process and of their involvement in it. In a minority of schools, the teachers, especially those who have not had recent involvement with beginning teachers, are unsure about the induction process and their roles and responsibilities within it.

- 2.2 Most principals are very supportive of their beginning teachers. They provide individualised induction programmes, based on support, monitoring and assessment, that help the beginning teachers attain the competences emphasised during induction. In the best practice, the principals meet with the beginning teachers, both formally and informally, and require regular progress reports from the teacher-tutors. Most principals value the support provided by CASS and respond positively to the beginning teachers' requests to attend relevant INSET. In larger schools, or those where beginning teachers constitute a substantial proportion of the staff, the principals generally devolve responsibility for the monitoring and evaluation of the beginning teachers' progress to the teacher-tutor or other senior managers. In smaller primary schools, where the principals often take on the role of teacher-tutor, many work closely and supportively with the beginning teachers. Most principals regard highly the contribution of beginning teachers to the work of their school.
- 2.3 Most principals ensure that the beginning teachers are inducted effectively into the life and work of the school. A majority of schools have well-planned and systematic induction programmes, often centred on comprehensive staff handbooks. In most schools, the teacher-tutor, or in the case of small primary schools, the principal, introduces the beginning teachers to school policies and practices. In addition, heads of department, subject co-ordinators or other more experienced teachers provide information on pastoral and subject specific matters. The active involvement of the principal and senior managers in these induction programmes helps ensure their effectiveness and signals their importance to the beginning teachers.

2.4 There are variations in the time made available to the beginning teachers and the teacher-tutors to carry out the activities involved in the induction programme. The Teacher Education Partnership Handbook specifies that the principal should enable the beginning teacher and teacher-tutor to have sufficient time to carry out the activities involved in the induction programme. In addition, it states that the teacher-tutor should provide the beginning teacher with an appropriate timetable and give consideration to an appropriate amount of non-contact time. A majority of schools ensure that the demands of the beginning teachers' timetables are reasonable, although this is problematical when there are particularly large numbers of beginning teachers in a school. A significant minority of beginning teachers have full timetables that are similar to those of their more experienced colleagues. In some schools, beginning teachers take on significant responsibilities related to examination classes and/or teach a wide range of subjects. In a significant minority of post-primary schools, the managers provide some professional development time for the beginning teachers by exempting them from covering for absent colleagues or from taking on pastoral responsibilities. The Department of Education and schools need to institute arrangements which will ensure that beginning teachers do not have timetables which make unreasonable demands and that they have sufficient time, in addition to the normal non-contact time for routine planning, preparation and marking, to focus on their professional development. To ensure that beginning teachers are able to carry out the activities associated with induction, they require at least a 10% reduction in their timetables. This time could be spread evenly across a timetable or provided in blocks of time on a weekly or fortnightly basis. Whatever approach is adopted, it is essential that the beginning teachers use this time for development work related to their induction. The allocation of professional development time for beginning teachers in small primary schools is particularly problematical.

The Inspectorate observed some creative approaches to this issue in a few schools, but it remains a difficult problem that requires urgent consideration by the teacher education partners.

2.5 A majority of schools do not provide specific time on the timetable for meetings between the beginning teachers and the teacher-tutor. However, in most instances, the teacher-tutor's timetable is sufficiently flexible to facilitate regular meetings, whether formal or informal, with the beginning teachers. Most of the beginning teachers are satisfied with the number and frequency of the meetings with their teacher-tutors. In addition, most are content that they are able to meet with their teacher-tutors, at short notice if required. In a small number of schools with large numbers of beginning teachers, the principals and teacher-tutors timetable regular group meetings enabling the beginning teachers to share experiences and be mutually supportive. In the best practice, the schools create a support network by also involving, where practicable and appropriate, beginning teachers on EPD in these meetings.

2.6 The teacher-tutor, or the member of staff with designated responsibility for beginning teachers, is the key person in the management and co-ordination of the induction of beginning teachers. In schools with more than one beginning teacher, the teacher-tutors need to ensure there is consistency in the provision of support and guidance and in the assessment of the beginning teachers' developing competences. Given its importance, the role of teacher-tutor should be established firmly within schools' management structures and the teacher education partners should consider the feasibility of accrediting the teacher-tutors' work. In a majority of schools, the teacher-tutor is a member of the senior management team, frequently a vice-principal. This status reflects the importance of the role, particularly if it involves taking increasing

responsibility for the management of professional development of all the teachers. In the best practice, the teacher-tutors take a strategic approach, linking staff development, including that of beginning teachers, to the priorities in the school's development plan. A small number of post-primary schools are developing a team approach that integrates, with increasing effectiveness, the professional development of beginning teachers into the whole-school programme for staff and professional development.

- 2.7 The scale of the teacher-tutor's task varies according to the number of beginning teachers in the school. In schools with a substantial number of beginning teachers on induction and EPD, the responsibilities of the teacher-tutor are extensive. A minority of these schools seek to improve the manageability of the work by dividing the responsibility between two or more members of staff. Only a minority of teacher-tutors have designated time to carry out their work; a majority utilise the flexibility on their timetables associated with their management duties. Given the importance and the demanding nature of their role, the teacher-tutors require dedicated time to carry out their responsibilities.
- 2.8 A significant minority of the teacher-tutors have improved their knowledge and skills through participation in recent INSET provided by CASS. In order to ensure consistency of provision, it is essential that all teacher-tutors take the opportunities to attend training to update and upgrade their skills in the management and co-ordination of the induction and EPD stages and the assessment of beginning teachers' progress.
- 2.9 Most of the teacher-tutors provide and co-ordinate effective support and guidance for the beginning teachers' professional development. They establish good relationships and

successfully create an open, supportive yet challenging climate. On occasions, this involves providing appropriate pastoral support for the beginning teachers. Through regular meetings, both formal and informal, most teacher-tutors guide and support the beginning teachers as they move through the various stages of their induction. The support activities include providing assistance in the drawing up, and review of, the beginning teachers' action plans; helping them with matters relating to their teaching, including classroom and behaviour management; and providing guidance on appropriate CASS courses. In the best practice, the teacher-tutors seek to broaden the beginning teachers' experience through arranging observation of good practice in other classes and subjects in their school and, in a few instances, in other schools. A majority of teacher-tutors also make fair judgements about the beginning teachers' progress in relation to the induction competences.

- 2.10 In small primary schools, where the knowledge and expertise of the teacher-tutor tend to be concentrated in one person, continuity of support for a beginning teacher can be affected adversely if the teacher-tutor is absent from school for a significant length of time. A few teacher-tutors are too busy with other responsibilities to do the job properly while others adopt an overly bureaucratic approach to the process. A small number of teacher-tutors are less effective due to a lack of the professional or interpersonal skills needed to guide beginning teachers. In a small number of schools, the professional development of the beginning teachers is hindered due to poor relationships with the teacher-tutors.
- 2.11 Other experienced staff in schools assist with the beginning teachers' induction programmes. In post-primary schools, heads of department play an important role in the induction of beginning teachers, while in the primary sector, a key stage

co-ordinator or a fellow year teacher frequently undertakes this role. In most schools, these teachers provide appropriate advice on policies and their implementation, on curriculum planning and on matters such as assessment and record keeping. In addition, these experienced colleagues assist the beginning teachers in the analysis of difficulties that they may encounter in their teaching. The beginning teachers are particularly appreciative of the support and advice these teachers provide on matters such as classroom management and on the development of their teaching techniques and strategies. A significant minority of experienced teachers are uncertain about the procedures for monitoring and evaluating the beginning teachers' progress, especially in relation to the relevant teaching competences. There is a need for targeted INSET to improve the confidence and competence of the experienced teachers who support and assess beginning teachers during induction.

- 2.12 The beginning teachers leave initial teacher education with a Career Entry Profile. The purpose of the Career Entry Profile is to contribute to the integration of the initial stage of teacher education with induction and EPD. In addition to containing information about the beginning teacher's experience and achievements in initial teacher education, the Career Entry Profile sets out her/his strengths, professional aspirations and interests and identifies priorities for further professional development during induction. The Inspectorate found a wide variation in the use of the Career Entry Profile as a means of initiating and informing the process of professional development for the beginning teacher during induction. In the best practice, the beginning teacher shares the Career Entry Profile with the teacher-tutor and it provides a good focus for constructive dialogue and a sound basis for the identification of the beginning teacher's priorities for development and the setting of specific objectives for the induction phase. In many

instances, the beginning teachers consider that the priorities identified in their Career Entry Profile need to be amended to take greater account of the demands of their new teaching situation. This change of focus is often appropriate and it promotes the beginning teachers' skills of analysis and reflection.

2.13 In contrast to this effective practice, a significant minority of other beginning teachers and schools do not make productive use of the Career Entry Profile. A small minority of beginning teachers do not value their Career Entry Profile and choose not to discuss it with the teacher-tutors. Equally, a minority of schools do not request to see the Career Entry Profile. In other instances, the schools are unsure of the purpose of the Career Entry Profile and give it only cursory attention. In the light of these findings, it is necessary for the HEIs to work with the other teacher education partners to revise the nature and use of the Career Entry Profile in order that it functions more effectively as a link between initial teacher education and induction.

2.14 Most of the beginning teachers leave initial teacher education with at least a working level of competence in ICT. As student teachers, many benefit from the supportive use of ICT during their school-based teaching experience. In particular, web-based conferences help them to participate in supportive networks and to improve their capacity to engage in reflective practice. The Inspectorate's findings indicate that there is little or no use of information and communication technology (ICT) as a medium for the ongoing professional development of beginning teachers during induction. The NINE website contains a section for beginning teachers; the teacher-tutors report that the "Frequently Asked Questions" file is a useful resource. However, the website is not functioning effectively as a forum for the beginning teachers' professional development.



Many report difficulties in logging onto NINE and few report making any substantial use of the site. With the introduction of new online facilities and resources in schools, there is now an urgent need to develop appropriate online support for the professional development of beginning teachers during induction.

- 2.15 The beginning teachers are required to be open, enthusiastic about, and receptive to the induction programme. A majority of the beginning teachers visited demonstrate the necessary enthusiasm and commitment to their work and seek advice and support from the teacher-tutors and other designated staff. The provision of model action plans by CASS is helping to ensure greater consistency in the development and content of the beginning teachers' action plans. A majority of action plans are well focused, realistic and reflect the beginning teachers' classroom and wider professional development needs. Given the nature of the challenges that face beginning teachers during induction, it is unsurprising that their initial action plans tend to focus on aspects of classroom and behaviour management. Most of the beginning teachers use their induction portfolios to collect evidence of their increasing competence. A majority of these portfolios are well organised and comprehensive. The beginning teachers' self-evaluations are variable in quality. The evaluations of a significant minority of beginning teachers are insightful and there is evidence that these beginning teachers are adjusting their planning and teaching in the light of their reviews and reflections. In keeping with the expectations for those on induction, most of the beginning teachers place a greater emphasis on reviewing the effectiveness of their teaching rather than reflecting on the pupils' learning. A small number of the beginning teachers choose not to seek support and isolate themselves from their colleagues. In addition, the portfolios of a minority of beginning teachers do not contain sufficient evidence of their

increasing competence and their self-evaluations lack depth and insight. The teacher-tutors need to monitor more rigorously the portfolios of these beginning teachers.

- 2.16 On the basis of the Inspectorate's scrutiny of the beginning teachers' documentation and observation of their teaching, most of the beginning teachers visited are making satisfactory or better progress as teachers. A majority of beginning teachers establish good relationships with their pupils and they prepare their work conscientiously. Most of the lessons observed are well organised and the beginning teachers seek to match their teaching approaches to the abilities and needs of the pupils. In the best practice, the beginning teachers are confident and deploy a variety of stimulating teaching approaches that successfully gain the pupils' interest and engagement. Other beginning teachers work soundly though they are aware of the need to develop further their teaching strategies in order to involve the pupils more actively in their learning. A small minority of the beginning teachers are making slower progress in their teaching. In particular, a small number use too narrow a range of teaching approaches that results in a lower level of pupil interest and participation in their learning. These beginning teachers need more rigorous monitoring by the teacher-tutors and well-targeted guidance from experienced teachers.
- 2.17 The arrangements for induction give schools the responsibility for monitoring and assessing the beginning teachers' progress and ultimately deciding whether it is sufficient to constitute successful completion of induction. Observation of classroom practice is a key component in this process. The Inspectorate found a wide variation in the number and formality of classroom observation sessions. All the beginning teachers are observed at least once during their induction year; in most schools, they receive two formal classroom visits. A vast

majority of the beginning teachers visited during the survey comment that they find classroom observation a positive developmental experience. Many find the feedback after the observations reassuring and confidence building. Most of the beginning teachers are not observed until late in the first term, with most of the second observations being carried out in the third term. While this practice conforms to the recommendations in the Teacher Education Partnership Handbook, evidence from the survey suggests that the beginning teachers would benefit from more frequent formal lesson observation by experienced colleagues. The Inspectorate recommends that there should be two formal observations of the beginning teachers' teaching each term, making a minimum of six formal observations during the induction year. In particular, beginning teachers should receive at least one visit before the autumn half term: this will serve to reassure the beginning teachers and help to identify and address any problems before they develop further. The recent DVD on classroom observation, produced by the Teacher Education Partnership Group, provides valuable guidance on this key element of professional development.

- 2.18 A majority of teacher-tutors carry out classroom visits which focus on agreed aspects of teaching as outlined in the beginning teachers' action plans. Despite the recommendations in the Teacher Education Partnership Handbook, only a minority of post-primary principals formally observe the beginning teachers. Discussions between the beginning teachers and the teacher-tutors or other experienced colleagues prior to the observation are evident in only a minority of schools. In most schools, the teacher-tutors provide the beginning teachers with written feedback on the lesson they have observed. In a minority of post-primary schools, the heads of department also carry out formal lesson observation and provide written feedback to the beginning

teachers. Schools use a variety of formats for providing written feedback. A minority make use of the pro forma provided by the HEIs to guide lesson observation of student teachers. A majority devise their own formats; while some of these are well structured and detailed only a few are based explicitly on the relevant teaching competences. Most classroom observations are followed by a feedback and discussion session. Despite this practice, there is little evidence of the beginning teachers' action plans being reviewed and amended in the light of the observation and subsequent discussion. In addition to the formal classroom observation, most of the beginning teachers benefit from informal links with their experienced colleagues. These ongoing, regular professional discussions help the beginning teachers develop and refine their teaching. They also provide additional evidence of their growth as reflective practitioners.

- 2.19 There are variations in the approaches schools adopt to the monitoring and assessment of the beginning teachers' progress during induction. In the best practice, the teacher-tutors hold regular monitoring and assessment meetings with the beginning teachers throughout each term and maintain detailed records. The monitoring in the initial term culminates in mid-year meetings during which there are in-depth reviews of the beginning teachers' progress in regard to the competences. The teacher-tutors draw on a broad range of evidence, including the outcomes of lesson observations, the induction portfolio and other relevant documentation, to inform this review. The resulting interim report is explicitly evaluative, recognises the beginning teachers' progress and identifies, in agreement with the beginning teachers, constructive and appropriate objectives for the second action plan. If a beginning teacher is having difficulty making progress, it is important that the interim report sets out clearly the areas in which the beginning teacher

needs to improve and identifies the support that will be required to assist this process. The teacher-tutors' monitoring of the beginning teachers' progress is less effective when there are few meetings, lesson observations are too infrequent to provide sound evidence of developing competence and the evaluations and future targets in the interim report are insufficiently specific to provide the beginning teacher with a clear focus for future work.

- 2.20 Towards the end of the induction year, the teacher-tutor is required to provide cumulative evidence of the beginning teachers' progress to enable the principal to make a professional judgement as to whether the beginning teacher has made sufficient progress to achieve successful induction. Evidence of the beginning teacher's progress includes the quality of the induction portfolio, the considered judgements of relevant experienced colleagues, lesson observations and documentation relating to the beginning teachers' teaching and the children's learning. The substantial number of teaching competences to be considered complicates the process of assessing the beginning teachers' progress and, in some schools, leads to an atomistic approach to assessment. A majority of principals take a suitably holistic approach to evaluating the beginning teachers' progress when completing the summative end of induction report. In the best practice, professional dialogue involving the beginning teacher is at the heart of the assessment process. The Teacher Education Partnership Handbook provides useful criteria for judging whether or not the teaching competences have been acquired. However, inspection evidence indicates that only a minority of schools apply these criteria in a systematic manner. There is evidence that, in a minority of schools, assessment of the beginning teachers' competence is based on inadequate evidence and the criteria for successful or unsuccessful induction are not applied with sufficient rigour. Many schools

give value and status to the successful completion of induction by presenting the beginning teachers with certificates; in some instances, the achievement is celebrated formally within the school.

- 2.21 A minority of beginning teachers do not make sufficient progress to complete induction successfully. As a consequence, their summative reports recommend a further period of induction. When the schools' monitoring systems are systematic, these problems are identified in advance and appropriate support, often with the help of the CASS officers, is put in place to help the beginning teachers to make the necessary improvements.
- 2.22 In order to promote a more consistent approach to the assessment of the beginning teachers' progress, teacher-tutors and other teachers who support induction, need more opportunities to develop common interpretations of the competences and shared expectations of what evidence constitutes successful completion of induction. In the first instance, CASS INSET needs to provide opportunities for teacher-tutors to meet together to moderate and standardise their assessments. Such work would provide a means of building up guidance exemplifying good practice in assessment. The teacher-tutors could promote greater rigour and consistency of assessment within their schools by subsequently disseminating the information and expertise gained to the other members of staff who are involved in supporting induction.
- 2.23 The Inspectorate has found that, subject to improvements in the specific areas identified in this report, the induction arrangements are generally effective for beginning teachers who are in permanent employment or who are on one-year temporary contracts. However, the survey has identified

shortcomings in the experiences of the beginning teachers who are on short-term temporary contracts, who are working part-time as substitute teachers or who are not in employment. The statistics collected by the ELBs (see Appendix 6) show that approximately half of the beginning teachers are employed on these conditions. These beginning teachers are often employed in more than one school during their induction year and a significant number do not have sustained periods of teaching. The Teacher Education Partnership Handbook provides guidance to schools on how they should assist beginning teachers who are employed for periods of ten weeks or less and for those which employ beginning teachers on a day-to-day basis. Given the potentially fragmentary nature of this experience and the resulting loss of continuity and progression in the beginning teachers' professional development, it is vital that schools adhere to this guidance in order that the beginning teachers can make whatever progress is possible towards successful induction. The CASS officers provide good support to teachers who are working part-time or who are not in permanent employment, maintaining regular contact with them, encouraging them to become involved in INSET and helping them to develop records of their experience. In order to ensure continuity of support, the CASS officers, when possible, also seek to inform colleagues in other ELB areas if the beginning teachers gain employment in that area.

- 2.24 There is evidence, however, that not all schools are taking note of the Teacher Education Partnership Handbook guidance. As a consequence, a minority of beginning teachers do not receive consistent and continuous support and have difficulty developing action plans and adequate induction portfolios. These beginning teachers therefore experience problems making and demonstrating progress in their induction year. The reluctance of a minority of beginning teachers, in these

situations, to seek support and guidance from the schools adds to their difficulties. Other beginning teachers do not collect sufficient evidence of their experiences and achievements. The teacher education partners and the Department of Education need to institute induction arrangements that ensure the professional development of beginning teachers on short-term contracts, part-time contracts or without employment is equitable, coherent and progressive.

- 2.25 The CASS officers collect and analyse statistics on the beginning teachers who register at the start of the induction year. These statistics provide valuable information on the status and patterns of the beginning teachers' employment as they begin induction. At the beginning of induction in the first year of the survey, the beginning teachers in the primary, nursery and special education phases on short-term or part-time contracts constituted 51% of their cohort; 13% of the beginning teachers in these phases were not in post. In the post-primary phase, 29% of the beginning teachers were on short-term or part-time contracts; 8% were not in post. At the beginning of induction in the second year of the survey, the beginning teachers in the primary, nursery and special education phases on short-term or part-time contracts constituted 48% of their cohort; 11% of the beginning teachers in these phases were not in post. In the post-primary phase, 35% were on short-term or part-time contracts; 11% were not in post. The overall statistics for the two years of the survey indicate that 48% of the beginning teachers held permanent or one year temporary posts, while 52% were on less than one year temporary contracts, part-time contracts or not in post. It is important that these statistics inform the Department of Education's planning for the future teaching workforce.
- 2.26 There are no comprehensive statistics on the progress beginning teachers make during induction nor on the number



of beginning teachers whose induction is successful or unsuccessful. Currently, if a school judges that a beginning teacher completes induction successfully, it forwards a copy of the “completion of induction” certificate to the Teachers’ Pay and Administration Branch of the Department of Education. This Branch is dependent on the schools making the necessary returns and, while it holds information on individual teachers, its data does not record when these teachers commenced induction and does not reflect the progress or otherwise of the whole cohort of beginning teachers on induction. There is a need to create systems that ensure there are comprehensive and reliable statistics on all aspects of induction.

- 2.27 The induction stage is an essential part of further and professional development in which all teachers are required to participate. In Northern Ireland, there is an expectation that beginning teachers will complete induction in one year. There is the option of a further term for those who do not meet the requirements at the end of their induction year. While these arrangements assist beginning teachers who are in permanent or stable temporary employment, they present difficulties for those who are on short-term contracts, part-time contracts or who are not in employment. There are currently no reliable statistics as to how long it takes beginning teachers to achieve successful induction. In addition, there is no effective system for tracking beginning teachers who continue to work as substitute teachers, in some instances for several years, without completing induction. In order to bring greater coherence, consistency and status to the induction process, the GTC(NI), working with the other teacher education partners and the Department of Education, should set appropriate time limits for the completion of induction.

- 2.28 The arrangements for induction in Northern Ireland give prime responsibility to the schools to judge whether a beginning teacher has made sufficient progress to achieve successful induction. The CASS officers provide essential and valuable support throughout the process and, on occasions, are consulted by the schools about decisions relating to the beginning teachers' progress. While a majority of schools are conscientious in their approach to the induction process and the decision-making on the beginning teachers' progress, the Inspectorate found significant inconsistencies in the current arrangements. These include the range and quality of support provided for the beginning teachers, especially those without permanent contracts; the lack of effective use of the Career Entry Profile; the number and nature of the lesson observations carried out in schools; the quality of the induction portfolios and the rigour and consistency of the process of assessing whether a beginning teacher's induction is successful or unsuccessful.
- 2.29 The CASS officers work hard to promote good practice in the induction process, however, the current arrangements do not give CASS the responsibility for its quality assurance. In order to ensure that the induction process is consistent, equitable and of high quality, there is a need to develop clear and robust procedures to quality assure the implementation of the arrangements for the induction of beginning teachers. In line with existing and developing practice in the neighbouring jurisdictions, the GTC(NI), working closely with the other teacher education partners, is best placed to take the lead in the organisation and implementation of the quality assurance of the induction arrangements. As part of its evaluation of staff and professional development during school inspections, the Inspectorate will report on the effectiveness of the arrangements for beginning teachers on induction and EPD.

### 3. EARLY PROFESSIONAL DEVELOPMENT

- 3.1 The Northern Ireland model of teacher education provides for a structured programme of EPD for a beginning teacher during the second and third years of her/his teaching. Early Professional Development is designed to enable the beginning teacher, through a process of evaluation and reflection on her/his own practice and that of others, to build progressively on the competences developed during the initial and induction phases. During EPD, the school is the lead partner and it must organise and manage the continuing support for the beginning teacher. There is a continuing emphasis on strengthening and deepening the skills of reflective practice. In EPD, the emphasis of reflection shifts from thinking about teaching to thinking about pupils' learning and focuses specifically on the development needs of the individual teacher within the context of her/his own school and the classes s/he teaches. As part of EPD, the beginning teacher is required to complete two PDAs that focus on teaching and learning and include educational technology to support learning. The beginning teacher completes one PDA each year of EPD.
- 3.2 The summative report on the completion of induction provides the link between this stage and EPD. This report sets out the beginning teachers' achievements and identifies areas for further development that can be taken forward during EPD. Similar to the findings on the use of the Career Entry Profile, the survey identified variations in the use of the summative report at the beginning of EPD. Continuity between induction and EPD is most marked where the beginning teachers hold permanent posts in one school. In these instances, the completed induction portfolios are available and the summative reports provide the basis for discussion and for planning the work in EPD. A minority of beginning teachers see the

summative report as marking the end of a process and do not recognise fully its relevance to their work in EPD. There is evidence of a lack of continuity when a beginning teacher completes induction in one school before moving to another for EPD. In a minority of schools, these beginning teachers do not receive their summative reports from their previous schools, or they are late in arriving. In addition, some beginning teachers do not show their induction portfolios to the support staff in their new school, while some schools do not ask to see the beginning teachers' summative reports on induction.

- 3.3 The survey identified examples of marked discontinuities between induction and EPD. The CASS officers give clear advice to schools that beginning teachers should not commence EPD before they have completed induction successfully. However, in a small minority of schools, the managers do not check with sufficient rigour whether the new teachers joining their schools have actually achieved successful induction. Often, in these instances, an unwarranted assumption is made that because a beginning teacher is in her/his second or third year of teaching, s/he must have completed induction successfully. As a consequence, a small number of beginning teachers embark on EPD before they have completed induction. To ensure there is continuity and progression in professional development, when appointing new teachers, schools should establish explicitly the stage the new teacher has reached on the continuum of early teacher education.
- 3.4 The EPD process is most effective when both senior and middle managers value it and where schools promote self-evaluation as a strategy for improvement. The principal continues to play a central role in the overall management of

the EPD programme. It is important that the principal ensures that a beginning teacher does not embark on EPD until s/he is sufficiently secure in her/his professional role to do so. In a majority of schools, the principals continue to take an active interest in the beginning teachers' progress. In the primary sector, many principals, in the role of teacher-tutor, continue to act as "critical friends" to the beginning teachers. Most principals in the post-primary sector delegate the responsibility for monitoring and evaluating the beginning teachers' progress in EPD to the teacher-tutor and/or the head of department and rely on their advice when it comes to judging successful completion of EPD. Only a minority of these principals carry out formal classroom observation of the beginning teachers' work during EPD.

- 3.5 The teacher-tutor role continues to be pivotal in the organisation and co-ordination of the EPD programme. Most teacher-tutors provide appropriate guidance on the selection of a focus for the PDA and help to ensure that the beginning teachers have access to the necessary support and resources to carry out the work. In a minority of schools, the teacher-tutors maintain samples of completed PDAs that act as guides for the beginning teachers starting the process. Others make good use of the support from CASS officers to help the beginning teacher progress in her/his PDA. In the best practice, the teacher-tutors facilitate discussions between the beginning teachers commencing EPD and those in their second year or those who have completed EPD. The beginning teachers appreciate these opportunities to engage in productive dialogue and report that it helps to clarify the nature of the PDA process.
- 3.6 Most, but not all, of the teacher-tutors continue to monitor the beginning teachers' progress through EPD. This monitoring

usually involves holding occasional, often informal, meetings with the beginning teachers to check on the progress being made on their PDA. In keeping with the procedures, most discuss progress with the beginning teachers at the end of cycle one of the PDA and evaluate the quality of the final product. There is evidence that the extent and depth of these discussions vary widely across the schools. Most of the teacher-tutors carry out at least one formal classroom observation in relation to each of the two cycles of the PDA.

- 3.7 Other experienced teachers increasingly take the lead in providing support and guidance to the beginning teachers during EPD. In most post-primary schools, the head of department and, in the primary phase, fellow year teachers or key-stage co-ordinators play a key role. The Inspectorate noted many examples of good professional support from these experienced teachers, frequently on an informal, daily basis as the beginning teachers become increasingly integrated into the work of the school and department. In most schools, relationships between the experienced teachers and the beginning teachers on EPD are good. In a significant minority of schools, the experienced teachers actively value and encourage the contribution of the beginning teachers, while continuing to offer advice and support on approaches to teaching and classroom management.
- 3.8 In a minority of schools, the experienced teachers are systematic in their approach to monitoring progress: they hold regular discussions with the beginning teachers, monitor planning and marking and regularly carry out some form of classroom observation. This thorough approach to monitoring ensures that the beginning teacher receives regular feedback on her/his work and progress and helps with the early identification of problems. A significant minority of

experienced teachers remain unsure about how best to monitor and evaluate the beginning teachers' progress and some remain reluctant to carry out formal observations of the beginning teachers' teaching. As with induction, there is a need for further INSET to help these teachers develop the skills to monitor and evaluate progress during EPD. A few beginning teachers become detached or isolate themselves from professional support within their schools, in some instances due to experiencing difficulties in working as members of a staff or departmental team.

- 3.9 On the successful completion of induction, beginning teachers access the documentation relating to EPD on the EPD website on NINE. A majority of the beginning teachers, often with the guidance of CASS officers and the support of their teacher-tutors, collect the PDA format and examples of completed PDA from this site. As is the case with induction, only a small number of beginning teachers make any other use of the site. Given the introduction of new online facilities in schools, there is now an urgent need for online provision that will serve and support the process of EPD. It would be beneficial for the beginning teachers if the online support integrated the initial, induction and EPD phases.
- 3.10 Across the two years of visits, the Inspectorate noted the growth in most of the beginning teachers' confidence and their increasing competence as teachers. Many are keen and creative teachers who are taking the lead in aspects of their schools' or departments' work. In some schools, beginning teachers on EPD are already taking on posts of responsibility. Most continue to seek out and accept feedback on their work. There are notable improvements in the beginning teachers' classroom management and lesson organisation skills. In the primary sector, this is evident in the more effective organisation

of reading and mental mathematics lessons. In post-primary schools, the beginning teachers make increasingly more purposeful use of a variety of teaching approaches, including group work. Many have a greater awareness of the need to match their teaching to the range of ability in their classes.

- 3.11 For most schools, the principal component of the EPD programme is the completion of the PDAs. The Teacher Education Partnership Handbook contains detailed guidance on the format and completion of the PDAs. The Inspectorate scrutinised the PDAs of all the beginning teachers participating in the survey. A majority of the PDAs are of a satisfactory or better quality; a significant minority are of good quality and a minority are excellent. A minority of PDAs lack depth and clear purpose and do not focus on sufficiently significant aspects of the pupils' learning. In the majority of PDAs, the beginning teachers focus thoughtfully on key aspects of their pupils' learning and relate these to wider departmental, key stage and whole school priorities. In addition, most identify the relevant teaching competences to be developed through the activity. A minority of beginning teachers carry out background reading and research to inform the planning for their PDA. The work in the PDA is most effective when the beginning teachers are clear about its focus and purpose and identify specific learning outcomes. A minority of beginning teachers maintain logs of significant incidents and use them to inform their work and reflection. In a small number of instances, these logs are detailed and the beginning teachers show excellent insight into their teaching and their pupils' learning. All the beginning teachers make some use of ICT in their PDAs; this usually involves word processing to improve the presentation of the PDA. Only a small minority of beginning teachers make more extensive and imaginative use of ICT to support their work.



- 3.12 A majority of the beginning teachers closely link the two cycles of the PDA. In general, this gives the PDAs clarity of purpose and provides a sound basis for reflection at the end of the process. Other beginning teachers change the focus of their work from cycle 1 to cycle 2. When this change is the result of careful reflection and discussion at the end of cycle 1, the subsequent work in cycle 2 often focuses more sharply on the pupils' learning. On the other hand, where the two cycles are not related explicitly, the overall PDA lacks coherence, making the final process of reflection more difficult.
- 3.13 In the final section of the PDA, the beginning teacher writes a considered reflection on what s/he has learned from the process. The Inspectorate found a considerable variation in the quality of the final reflective comments. In a significant minority, the reflective comments are the result of careful and considered analysis and demonstrate good awareness of the learning from the PDA process; several beginning teachers articulate clearly how it has helped them to improve as professionals. A minority of the reflective comments are short and lack depth and insight. Many of the PDAs are completed conscientiously and are presented carefully. In a few schools, senior managers value the PDA work sufficiently highly to invite the beginning teachers to use it as a basis for whole school staff development activities.
- 3.14 The PDA process is particularly effective when there is ongoing support for the beginning teacher while s/he is engaged in the work. In post-primary schools, the heads of department or fellow experienced colleagues often provide this support. The beginning teachers benefit from the professional discussions and feedback. A small number of beginning teachers do not seek support from colleagues for their PDA and prefer to work in isolation. While this approach does not

necessarily result in weak PDAs, these beginning teachers are denying themselves the potential benefits of professional dialogue with experienced colleagues, which is a key component in their growth as reflective practitioners.

- 3.15 On the successful completion of EPD, beginning teachers can use their PDAs to receive credit points towards post-graduate courses in the local HEIs. None of the beginning teachers visited on the survey expressed an intention to pursue this course; indeed, many were unaware that this provision existed. There is a need for the HEIs and the other teacher education partners to clarify how work during EPD can be accredited, and to develop means of strengthening the link between EPD and CPD.
- 3.16 There are no comprehensive statistics on the beginning teachers who complete EPD successfully nor on the time it takes them to do so. In addition, there is a need to develop procedures to quality assure the rigour and consistency of the implementation of the arrangements for the EPD of beginning teachers.
- 3.17 The Inspectorate found that schools and beginning teachers hold very mixed views on the efficacy and utility of the PDAs. While most schools endeavour to carry out the PDA process conscientiously, a majority of the beginning teachers have reservations about its value as a means of developing their reflective practice. A significant minority of these beginning teachers find the PDA process bureaucratic, off-putting and excessively time consuming and the PDA format repetitive and cumbersome. There is evidence that some of the most conscientious beginning teachers put themselves under considerable pressure to complete their PDAs. The Inspectorate noted a significant number of examples where the

beginning teachers had to rush their PDAs to get them finished before the end of the year, and of other PDAs which were unfinished and overran into the following school year. In addition, a majority of beginning teachers consider that the completion of the PDA is not given sufficient value. As a consequence they regard it as an exercise rather than a learning experience, a hurdle to be surmounted rather than a positive contribution to their development as teachers.

- 3.18 The Inspectorate's findings indicate that the current process of EPD is insufficiently fit for purpose as a means of furthering the development of beginning teachers as reflective practitioners. A majority of beginning teachers conceptualise EPD too narrowly, seeing it as the completion of the two PDAs, rather than a progressive process leading to improvement. The development of competence and reflective practice develops cumulatively over the two years of EPD and within a variety of teaching and learning contexts. The work on the PDA represents only one piece of evidence of this wider development. In the light of these findings, the Inspectorate recommends that the EPD process should be redesigned to give the beginning teacher greater flexibility and control in determining approaches to her/his EPD. In order to demonstrate progress as a reflective practitioner, the beginning teacher should be able to select from the full breadth of her/his practice during the second and third years of teaching, rather than the narrower evidence base of two PDAs. This approach would help embed the practice of reflection, planning and review and promote greater continuity with the induction process. To ensure there is consistency and comparability of practice during EPD, guidance should be provided on the nature, gathering and assessment of evidence of development and progress.

3.19 Many of the beginning teachers do not see or experience the three phases of early teacher education as being continuous and progressive. On the contrary, they see disjunctions at each stage. This attitude is exemplified in the lack of value attached to the effective use of the Career Entry Profile and, to a lesser extent, the summative induction report. Further, while the induction process involves maintaining an induction portfolio, this is subsequently set-aside at EPD when the two PDAs become the prime focus. In order to strengthen the beginning teachers' sense of continuity and progression across the three phases of early teacher education, the teacher education partners and the GTC(NI) should create a beginning teachers' Professional Development Portfolio. This Portfolio should be developed progressively from the completion of initial teacher education to contain evidence of professional development during induction and EPD. It is essential that the Professional Development Portfolio is structured to promote and sustain reflective practice, rather than serving simply as a descriptive log of significant events. The Professional Development Portfolio should be maintained and updated throughout the beginning teacher's career, thereby strengthening the link between early teacher education and CPD. As part of the development of the Professional Development Portfolio, the teacher education partners should explore the feasibility and utility of creating the Portfolio in electronic form.

## 4. CASS SUPPORT

- 4.1 The Teacher Education Partnership Group (the Group) co-ordinates and reviews the arrangements for early teacher education. The Group is made up of representatives of the partners in teacher education: the HEIs, CASS and schools. The Group meets several times during the year and, in addition to ensuring that there is clarity and consistency in the arrangements for early teacher education, identifies areas that require further development. The Group's strategic plan identifies relevant areas requiring further development and a series of working groups are in the process of drawing up proposals for improvements in the current induction and EPD arrangements. It is appropriate that the Group is establishing constructive working relationships with the GTC(NI) and it will be important that they work together to address the issues and recommendations arising from this report.
- 4.2 The CASS has responsibility for taking the lead in the teacher education partnership during the induction phase. It provides support for teacher-tutors in schools, and a comprehensive and differentiated programme of INSET that, in most instances, effectively meets the needs of each group of beginning teachers. Each ELB takes responsibility for the provision of support for the beginning teachers within its own area. The CASS INSET for the beginning teachers in the primary phase is organised on an individual board basis, while CASS, working on an inter-board basis, organises regional courses for the beginning teachers in special and nursery education and for teachers of specific subjects in the post-primary phase. The programme for the professional development for beginning teachers is funded from two sources. The ELBs fund at least seven days of cover for each beginning teacher at the induction stage as well as the associated costs of providing INSET. Additional resources are negotiated annually with the Department of Education in order

to support EPD and teacher-tutor development. Formal CASS support during EPD is limited to one day of INSET for the beginning teacher entering EPD. This is most effective when the teacher-tutor accompanies the beginning teacher. Other CASS support during EPD is at the request of the school and usually involves the CASS officer working with a beginning teacher on an individual basis. The quality and effectiveness of the support provided by each ELB is reported on separately in the appendices to this report.

- 4.3 There is extensive INSET provision for the beginning teachers in the nursery and post-primary sectors. Specific support is offered for beginning teachers in 14 subjects. The relevant CASS subject officers in each of the ELBs take responsibility for the design and organisation of the courses. The number of days allocated to each subject varies from three to five. There is good co-operation among the CASS staff at an inter-board level and there is evidence that they seek to take account of the beginning teachers' needs. It is not always possible for the CASS officers to predict the level of expertise and the employment context of the beginning teachers who attend their courses. For example, not all the attendees at subject-specific courses will be subject specialists. Where it is necessary, the CASS officers show good flexibility in amending the focus of courses or modifying the proposed content to take fuller account of the beginning teachers' needs and interests.
- 4.4 The CASS officers and other presenters are suitably experienced. Most courses are well prepared with clear documentation and aims and objectives that are relevant to the beginning teachers' stage of development. The courses cover a wide range of topics, some common across a number of subjects, others targeted closely on specific issues within individual subjects. In a minority of courses, there is insufficient reference to the teaching competences emphasised during induction. There is a need to ensure that all subject

specialist CASS officers are fully acquainted with the arrangements for and the focus of induction. The CASS officers invariably establish good relationships with the beginning teachers: in the best practice, they actively promote a support network involving themselves and the beginning teachers.

- 4.5 The CASS officers' presentations are of good quality; they are knowledgeable, relevant and often reflect up to date and challenging thinking about aspects of teaching and learning. Most courses provide opportunities for the beginning teachers to participate in collaborative work. In the best practice, they have opportunities to explore a teaching strategy or resource, rehearse applications within their own teaching context and reflect subsequently on the potential for learning. On some courses, the CASS officers' presentations provide the beginning teachers with models of good practice. In a minority of courses, the CASS officers or presenters place particular emphasis on imparting information. This emphasis on exposition is usually balanced by subsequent opportunities for the beginning teachers to participate in more practical and interactive sessions. In a minority of courses, the CASS officers have too much material to cover and consequently have insufficient time to complete the work they have planned.
- 4.6 In the first year of the survey, the INSET courses for beginning teachers working in special schools did not take sufficient account of their needs, however, there was a significant improvement in the quality and focus of the courses in the second year. The Special Needs Working Group has drawn up a more coherent and effective INSET programme incorporating practical working sessions on classroom practice with structured visits to special schools. In the main, the sessions are delivered by skilled and effective current practitioners in special needs and seek to meet the beginning teachers' expressed needs. The Special Needs Working Group correctly

identifies the need to continue support for beginning teachers in special schools beyond induction into EPD. There is a need to separate the induction programmes for beginning teachers from those for the more experienced teachers transferring to special education.

- 4.7 A strong feature of much CASS INSET is the provision of a wide range of high quality support materials and classroom resources, often prepared specifically for the beginning teachers. Many of the CASS officers make effective use of ICT to enhance the quality and effectiveness of their INSET. The growing practice of providing resources, either on floppy disk or on the CASS websites, is a valuable development. To build on this practice, CASS should develop and offer structured support online for beginning teachers.
  
- 4.8 Most beginning teachers respond well to the CASS INSET. From the outset, many are enthusiastic and willing to articulate concerns and opinions and to work collaboratively. As a result of attending INSET throughout the year, a significant minority of the beginning teachers form good relationships with their peers and establish productive support networks. In meetings with the Inspectorate, most of the beginning teachers express their appreciation of the resources they receive at INSET, but many comment on the danger of information overload and of the difficulties they experience in trying to implement some of the approaches and ideas. The CASS officers should allocate more time to discussion and reflection during the courses in order to help the beginning teachers absorb ideas and consider the application of them into their teaching.
  
- 4.9 The CASS officers invariably provide the beginning teachers with opportunities to evaluate the INSET sessions. A scrutiny of these evaluations indicates that most of the beginning teachers find the INSET support helpful. The evaluations provide the CASS officers with useful feedback and there is



evidence that they take account of the beginning teachers' opinions when planning future INSET and support. Some CASS officers provide follow-up activities to their INSET. In one example, they asked the beginning teachers to use the teaching approaches covered during INSET with their classes and to share their findings and resources by posting them on the ELB website. Such an approach helps translate INSET into practice and promotes supportive networks among the beginning teachers. The CASS officers need to develop further methods of evaluating the effectiveness of their INSET for beginning teachers.

- 4.10 The schools also have a responsibility to ensure that the beginning teachers make full and effective use of the INSET. A significant minority of schools require the beginning teachers to complete a report on the INSET they attend. In some schools the beginning teachers are also required to indicate how they intend to implement the ideas and approaches introduced at the INSET. This approach is most effective when the head of department or teacher with responsibility for teacher education takes an active role in helping the beginning teacher with this process. In a majority of schools, however, there is little systematic monitoring of the impact of INSET on the beginning teachers' practice.
- 4.11 A minority of beginning teachers comment on a degree of overlap between the topics covered during initial teacher education and the induction INSET. This exemplifies the Inspectorate's findings with regard to the level of continuity, progression and consistency across the initial and induction phases of early teacher education. There are examples of useful co-operation between the HEIs and CASS, for example, some of the latter contribute to aspects of Post-Graduate Certificate of Education (PGCE) courses, and there are informal links between subject specialists in both sectors. However, the HEIs and CASS work independently rather than

collaboratively on their approaches to the development of the teaching competences, pedagogy and the use of ICT. The teaching partnership group needs to identify ways in which the HEIs and CASS can share their expertise and work together more systematically in the interests of promoting continuity and progression in the beginning teachers' professional development.

- 4.12 Currently the balance of CASS INSET is weighted heavily to the induction year, with only a limited amount of time being allocated to EPD. Further, the EPD INSET is focused specifically on introducing the PDA: there is no specific INSET for beginning teachers in the primary phase nor is there subject specific INSET for those in the post-primary sector. These arrangements have the positive effect of ensuring that the beginning teachers have access to intensive support during their initial year in teaching. However, they contribute to some of the overloading of resources and materials during induction, noted earlier in the report, and militate against CASS providing continuity and progression in its support for the beginning teachers as they move into EPD. The Inspectorate recommends that CASS should adjust the balance of INSET days to allocate more time to INSET during the two years of EPD. This would enable CASS to make a greater contribution to the development of the beginning teachers during EPD, extend and support the collegial networks of beginning teachers established during induction and involve other key staff in schools, such as heads of department and subject or key stage co-ordinators, in the EPD process. Greater CASS involvement in the EPD process would also assist its evaluation of the effectiveness of its support for beginning teachers through induction and EPD.

## 5. CONCLUSION AND RECOMMENDATIONS

- 5.1 The arrangements for induction are generally effective in a majority of schools and most beginning teachers in permanent employment or on one-year temporary contracts are making satisfactory or better progress as teachers. The support provided by CASS is good and, on occasions, excellent. During EPD, most of the beginning teachers make good progress as teachers and a majority of the PDAs are of a satisfactory to good quality.
- 5.2 The areas for improvement identified in the survey are listed below.

## 6. AREAS FOR IMPROVEMENT: INDUCTION

### 6.1 INDUCTION: SCHOOLS

In order to improve the quality of provision for the induction of beginning teachers, schools need to:

- ensure that all members of staff are fully aware of the induction process and of their involvement in it;
- ensure the role of teacher-tutor is established firmly in the school's management structure and provide dedicated time for the teacher-tutors to carry out their responsibilities and to attend INSET to update and improve their skills in supporting beginning teachers and assessing their progress;
- enable experienced teachers who assist with induction to attend INSET to improve their skills in supporting beginning teachers and assessing their progress;

- facilitate more frequent formal lesson observation of beginning teachers by teacher-tutors and experienced teachers: there should be a minimum of six formal observations during the induction year;
- apply the criteria for the completion of induction with greater rigour;
- encourage and support beginning teachers to make use of existing online provision and support for teachers' professional development;
- establish clearly, when appointing a beginning teacher, the stage the teacher has reached on the continuum of early teacher education.

## 6.2 **INDUCTION: SCHOOLS AND THE DEPARTMENT OF EDUCATION**

In order to improve the quality of provision for the induction of beginning teachers, the Department of Education and schools need to:

- institute arrangements which will ensure that beginning teachers do not have timetables and duties which make unreasonable demands and that they have sufficient time, in addition to the normal non-contact time for routine planning, preparation and marking, to focus on their professional development. To ensure that beginning teachers are able to carry out the activities associated with induction, they require at least a 10% reduction in their timetables.

### 6.3 **INDUCTION: CASS**

In order to improve the quality of support for the induction of beginning teachers, CASS needs to:

- ensure that all subject specialist CASS officers are fully acquainted with the arrangements for and the focus of induction;
- provide further INSET for all teachers who assist with induction, to improve their ability to support beginning teachers and to evaluate their progress;
- allocate more time to discussion and reflection during the INSET courses to help the beginning teachers absorb ideas and consider how to integrate these into their teaching;
- develop further methods of evaluating the effectiveness of their INSET for beginning teachers;
- develop and offer structured support online for beginning teachers.

### 6.4 **INDUCTION: THE TEACHER EDUCATION PARTNERS AND THE GTC(NI)**

In order to improve the quality of the management and co-ordination of the induction of beginning teachers, the teacher education partners and the GTC(NI) need to:

- give urgent consideration to assisting the professional development of beginning teachers in small primary schools;
- identify ways in which CASS and the HEIs can share their expertise and work together more systematically to

ensure there is continuity and progression in the transition from initial teacher education to induction;

- revise the nature and use of the Career Entry Profile so that it functions more effectively as a link between initial teacher education and induction;
- give urgent consideration to the development of online support for the professional development of beginning teachers during induction, exploring online provision through joint pilot work in the first instance;
- create systems that ensure there are more comprehensive and reliable statistics on induction;
- develop procedures to quality assure the rigour and consistency of the implementation of the arrangements for the induction of beginning teachers.

#### 6.5 **AREAS FOR IMPROVEMENT: THE TEACHER EDUCATION PARTNERS, THE GTC(NI) AND THE DEPARTMENT OF EDUCATION**

In order to improve the quality of induction for beginning teachers, the teacher education partners, the GTC(NI) and the Department of Education need to:

- institute induction arrangements that ensure the professional development of beginning teachers on short-term contracts, part-time contracts or without employment is equitable, coherent and progressive;
- set appropriate time limits for the completion of induction.

## 7. AREAS FOR IMPROVEMENT: EARLY PROFESSIONAL DEVELOPMENT (EPD)

### 7.1 SCHOOLS

In order to improve the quality of provision for the EPD of beginning teachers, schools need to:

- make more effective use of the beginning teachers' induction portfolios and summative reports on induction to improve continuity between induction and EPD;
- enable experienced teachers who assist with EPD, to attend INSET to improve their monitoring and evaluation of the beginning teachers' progress;
- encourage and support beginning teachers to make use of existing online provision and support for teachers' professional development.

### 7.2 CASS

In order to improve the quality of support for the EPD of beginning teachers, CASS needs to:

- adjust the balance of INSET days to allocate more time to INSET during the two years of EPD;
- develop and offer structured support online for beginning teachers.

### 7.3 THE TEACHER EDUCATION PARTNERS AND THE GTC(NI)

In order to improve the quality of the management and co-ordination of the EPD of beginning teachers, the teacher education partners and the GTC(NI) need to:

- redesign the EPD process, giving the beginning teachers more flexibility to select from the full breadth of their practice in order to demonstrate progress as reflective practitioners;
- develop a beginning teachers' Professional Development Portfolio to be maintained across induction and EPD. The Portfolio should promote and sustain reflective practice and form a bridge to Continuing Professional Development (CPD);
- give urgent consideration to the development of online support for the professional development of beginning teachers during EPD, in the first instance, through joint pilot work that develops continuity from the initial and induction stages of teacher education;
- develop procedures to quality assure the rigour and consistency of the implementation of the arrangements for the EPD of beginning teachers;
- create systems that ensure there are more comprehensive and reliable statistics on EPD;
- clarify the means by which beginning teachers can receive accreditation for their work during EPD.



## 8. CONCLUDING STATEMENT

- 8.1 In order to improve the equity, consistency and quality of the arrangements for both induction and EPD, the Department of Education, the GTC(NI) and the teacher education partners need to work together to address the areas for improvement identified in this report. The report highlights the importance of strengthening the teacher education partnership to ensure that the beginning teachers benefit from the expertise and experience of all of the partners throughout early teacher education. For the improvements to be effective, it will be important that the beginning teachers develop a greater sense of ownership of and responsibility for their professional development during induction and EPD and that they understand more fully the link between early teacher education and their continuing professional development.



# APPENDICES

## APPENDIX 1

### THE QUALITY OF SUPPORT PROVIDED BY THE CASS OF THE BELFAST EDUCATION AND LIBRARY BOARD (BELB)

1. The Curriculum, Advisory and Support Service (CASS) of each Education and Library Board (ELB) provides support for beginning teachers in the nursery, primary and post-primary phases. Each ELB also provides support and in-service training (INSET) for teacher-tutors. Over the two years of the survey, the Inspectorate carried out visits to INSET courses provided by the BELB CASS. The Inspectorate also held discussions with the CASS officer responsible for the organisation and management of the support programme for beginning teachers in the BELB and a sample of CASS subject officers and beginning teachers in the BELB area.
2. The BELB officer responsible for organising the support for beginning teachers shows a high level of commitment, dedication and energy. She establishes excellent relationships with the beginning teachers and provides high quality pastoral and professional support at appropriate times. She also provides appropriate support to beginning teachers who have trained outside Northern Ireland and who require help in adapting to the particular curriculum and induction arrangements within Northern Ireland. There is clear evidence that her work is crucial to the beginning teachers in their first few years of teaching.
3. The initial two-day induction programme for beginning teachers and the introductory days for both primary and post-primary

teachers on first year EPD, including the courses for teacher-tutors, are effective in setting the scene for the teachers' first years in teaching. There is a supportive atmosphere at the sessions and an appropriate emphasis is placed on the sharing of ideas with peers. In a majority of courses, the contributors' inputs are good and the beginning teachers benefit from the course materials which are, in the main, relevant and useful. The contributions from beginning teachers who had completed induction the previous year are informative and help to illustrate the benefits of the induction process. The best courses include active learning sessions, with the beginning teachers participating in group discussions on key issues affecting them. There is evidence that the CASS officers take account of the beginning teachers' evaluations when planning their INSET.

4. The schools report their general contentment with the quality and utility of the CASS support. The young teachers comment particularly on the worthwhile input provided by CASS on the drafting of their induction action plans and, in the second year, the support provided with planning and implementing the professional development activities (PDAs). The teacher-tutors interviewed welcome the practical nature of their course and report that it has increased their understanding of the role and function of the PDA.
5. The beginning teachers are able to choose from a wide range of courses in their induction year. Some of the courses, however, were cancelled through lack of uptake. The sessions observed were broad and generally well balanced; the CASS officers and other contributors frequently related the work to real teaching situations and to other areas of the curriculum. There were many instances of skilful and imaginative delivery of content including effective use of information and communication technology (ICT). The beginning teachers report their satisfaction with those courses dealing with

classroom and behaviour management and ICT. Other courses visited focused on numeracy and literacy; these were of high quality and the beginning teachers gained significantly from their attendance. The beginning teachers were enthusiastic in their approach to the courses, discussing their work with increasing confidence. In some instances, both the teacher-tutors and the beginning teachers on year 1 of EPD were unsure about the balance of responsibility between the BELB and the schools during year one of EPD.

6. A particular strength of the BELB's induction and EPD programme is the accessibility of support on request. Some beginning teachers reported that they found it difficult to leave their class for up to eight days in their first year of teaching and that visits from the CASS officer helped to fill in the gaps in their knowledge and experience.
7. The findings of the two-year survey illustrate clearly the effectiveness of the BELB's support for beginning teachers. The strengths of the provision include:
  - the commitment, energy and dedication of the BELB organiser;
  - the good quality of the courses offered;
  - the willingness to adapt the programmes offered in light of the beginning teachers' evaluations;
  - the sound links CASS officers have with the schools and their flexibility in responding to particular circumstances;
  - the enthusiastic response from the beginning teachers and teacher-tutors;
  - the evident progress of the beginning teachers as reflective practitioners.

The areas for improvement include the need:

- to link the courses offered more effectively to the teachers' experience of initial teacher education;
- to extend some of the support offered to beginning teachers on induction to those in the first year and second year of EPD.

## APPENDIX 2

### THE QUALITY OF SUPPORT PROVIDED BY THE CASS OF THE NORTH EASTERN EDUCATION AND LIBRARY BOARD (NEELB)

1. The Curriculum, Advisory and Support Service (CASS) of each Education and Library Board (ELB) provides support for beginning teachers in the nursery, primary and post-primary phases. Each ELB also provides support and in-service training (INSET) for teacher-tutors. Over the two years of the survey, the Inspectorate carried out visits to INSET courses provided by the NEELB CASS. The Inspectorate also held discussions with the CASS officer responsible for the organisation and management of the support programme for beginning teachers in the NEELB and a sample of CASS subject officers and beginning teachers in the NEELB area.
2. The CASS officer responsible for organising and managing the support for beginning teachers in the NEELB brings much experience, professionalism and pastoral concern to her work. She is highly respected by both beginning teachers and teachers in schools and has done much to raise the profile of teacher education in the board area. She is assisted ably by the field officer for teacher education.
3. The officers are aware of the needs of all beginning teachers and are particularly sensitive to those beginning teachers not in permanent posts. They also provide appropriate support to beginning teachers who have trained outside Northern Ireland and who require help in adapting to the particular curriculum and induction arrangements within Northern Ireland. The beginning teachers greatly value the high quality of the support and guidance that they receive.

4. The initial two-day induction conferences for beginning teachers in both the primary and post-primary sectors are well organised and they provide an excellent introduction to teaching in the NEELB area. The conferences offer clear guidance on the induction process and there are good opportunities for the beginning teachers to interact with the key professionals working in their phase and/or subject. The content covered in the conferences takes account of the challenges and concerns of the beginning teachers.
  
5. The NEELB CASS provides an extensive range of INSET for beginning teachers in the primary phase. Visits by inspectors to courses in, for example, mathematics and ICT provided clear evidence of the high quality of the support provided. The beginning teachers on a numeracy course benefited from an introduction to aspects of practical mathematics, developed as part of the Northern Ireland Numeracy Strategy. Although the beginning teachers were enthusiastic in their approach to the courses, a few commented that they were unfamiliar with these practical approaches. In discussions with inspectors, the beginning teachers often commented on the usefulness of the courses that they had attended. For example, the one-day course on behaviour management helped beginning teachers to develop effective classroom strategies when dealing with classes exhibiting disruptive behaviour. The CASS officers' presentations during INSET courses are clear and well structured; they frequently relate the work to real teaching situations. The beginning teachers greatly value the CASS input in drawing up their induction action plans and in planning the PDAs. School-based support was particularly valued. The CASS subject officers also respond well to requests from beginning teachers and schools for support and guidance.



6. The findings of the two-year survey illustrate clearly the effectiveness of the NEELB's support for beginning teachers. The strengths of the provision include:

- the commitment, energy and enthusiasm of the officers responsible for the organisation and management of the support for beginning teachers;
- the provision of high quality support which meets the needs of beginning teachers and support staff in schools;
- the effective links between CASS officers and schools in the NEELB area;
- the enthusiastic response from the beginning teachers and teacher-tutors;
- the progress made by the beginning teachers as reflective practitioners.

The main area for improvement is the need:

- to strengthen the links between the courses offered in initial teacher education and those provided in the induction year.



**APPENDIX 3****THE QUALITY OF SUPPORT PROVIDED BY THE CASS OF THE  
SOUTH EASTERN EDUCATION AND LIBRARY BOARD (SEELB)**

1. The Curriculum, Advisory and Support Service (CASS) of each Education and Library Board (ELB) provides support for beginning teachers in the nursery, primary and post-primary phases. Each ELB also provides support and in-service training (INSET) for teacher-tutors. Over the two years of the survey, the Inspectorate carried out visits to INSET courses provided by the SEELB CASS. The Inspectorate also held discussions with the CASS officers responsible for the organisation and management of the support programme for beginning teachers in the SEELB and a sample of CASS subject officers and beginning teachers in the SEELB area.
2. The two CASS officers with responsibility for organising and managing the support for beginning teachers bring a high level of commitment, energy and enthusiasm to their work. They promote a positive approach to professional development and place an appropriate emphasis on developing the beginning teachers' sense of responsibility for their induction and EPD. The beginning teachers and the schools confirm the accessibility and good quality of the CASS officers' support and guidance.
3. In the primary phase, the CASS link officers' visits to their schools help maintain good liaison with the teacher-tutors and ensure the beginning teachers' access to support. In the post-primary phase, subject specific CASS officers respond readily to requests for help and guidance.
4. The requirement of SEELB officers to maintain records of all visits to schools and beginning teachers is improving the ability

of the CASS officers to monitor the beginning teachers' progress and the extent and effectiveness of CASS support during induction. Where some beginning teachers' progress is slow or where there are difficulties, the CASS officers offer appropriate guidance and, when required, ongoing support to the beginning teachers and the teacher-tutors. They also provide appropriate support to beginning teachers who have trained outside Northern Ireland and who require help in adapting to the particular curriculum and induction arrangements within Northern Ireland.

5. The induction conferences are well organised and the CASS officers establish good relationships with the beginning teachers. They provide clear explanations of the induction process and the nature of CASS support. In the best practice, the sessions on aspects of teaching and learning stimulate thinking and actively involve the beginning teachers. The one-day course on EPD provides a clear explanation of the process and a useful opportunity for the beginning teachers to become familiar with the PDA format and to begin the process of planning their PDA.
6. The SEELB CASS provides an extensive range of INSET for beginning teachers on induction in the primary phase. In addition to courses on the main subjects of the Northern Ireland Curriculum, there is INSET on generic aspects of teaching including the promotion of positive behaviour and the use of ICT. The CASS officers' presentations are clear and well structured, make effective use of ICT and most are targeted well on the beginning teachers' stage of professional development. Most presenters strike an appropriate balance between the provision of information and more active and practical sessions in which the beginning teachers work interactively and collaboratively. In the best practice, the presenters model good practice, exemplifying it with samples of children's work. In a minority of the courses, the beginning

teachers need more time to reflect on the content and resources provided and to consider ways of incorporating them into their practice. The beginning teachers' comments and evaluations indicate that most find the INSET relevant and useful.

7. The training courses for teacher-tutors are well organised with a good range of supportive materials. The topics are appropriate and the activities enable the participants to share ideas and discuss how they can improve their support for beginning teachers.
8. The findings of the two-year survey illustrate clearly the effectiveness of the SEELB's support for beginning teachers. The strengths of the provision include:
  - the commitment, energy and enthusiasm of the SEELB officers responsible for the organisation and management of support for beginning teachers;
  - the involvement of officers from across CASS in supporting beginning teachers and the development of systems to monitor the quality of CASS support;
  - the provision of good quality support which meets the varying needs of the beginning teachers and the support staff in schools;
  - the breadth and quality of the INSET courses provided for beginning teachers on induction;
  - the positive attitudes adopted by the beginning teachers and teacher-tutors to the support provided;
  - the evident progress made by most of the beginning teachers in developing as reflective practitioners.

The areas for improvement include the need:

- for greater liaison between CASS officers and higher education tutors to ensure continuity and progression in beginning teachers' experiences;
- to provide more time during INSET for the beginning teachers to reflect on the content of the courses and to consider ways of incorporating what they have learnt into their practice.

**APPENDIX 4****THE QUALITY OF SUPPORT PROVIDED BY THE  
CASS OF THE SOUTHERN EDUCATION  
AND LIBRARY BOARD (SELB)**

1. The Curriculum, Advisory and Support Service (CASS) of each Education and Library Board (ELB) provides support for beginning teachers in the nursery, primary and post-primary phases. Each ELB also provides support and in-service training (INSET) for teacher-tutors. Over the two years of the survey, the Inspectorate carried out visits to INSET courses provided by the SELB CASS. The Inspectorate also held discussions with the CASS officers responsible for the organisation and management of the support programme for beginning teachers in the SELB and a sample of CASS subject officers and beginning teachers in the SELB area.
  
2. The CASS officers with responsibility for organising and managing the support for beginning teachers bring a high degree of commitment, dedication and experience to their work. They establish good relationships with the beginning teachers and teacher-tutors and provide good professional and pastoral support. The officers are sensitive to the needs of the beginning teachers who are not in permanent employment and make particular efforts to ensure that they benefit from CASS support. In addition, they provide appropriate support to beginning teachers who have trained outside Northern Ireland and who require help in adapting to the particular curriculum and induction arrangements within Northern Ireland. Most of the beginning teachers and teacher-tutors visited during the survey confirm the good quality and appropriateness of the CASS officers' support and guidance.

3. Over the period of the survey, the officers implemented a more systematic programme of visits to improve the liaison with the schools and ensure that the beginning teachers have access to appropriate support. The officers are developing increasingly more detailed records that facilitate improved tracking of the beginning teachers' progress through early teacher education. In the post-primary phase, subject specialist CASS officers responded well to requests for specific support and guidance.
  
4. The initial conferences for beginning teachers in both the primary and post-primary phases are well organised and matched to the beginning teachers' needs. Good relationships between the CASS officers and the beginning teachers were evident in all of the sessions visited. Most of the presentations were relevant, interesting and informative. A minority of beginning teachers commented that there was some overlap with topics they had studied during initial teacher education. The beginning teachers availed of the opportunities provided to participate in the active learning sessions and the group discussions on key issues affecting them. The one-day course on early professional development provides a good introduction to the EPD process and the provision of samples of completed PDAs helped to clarify standards and expectations. The beginning teachers in the SELB are also able to select from a menu of INSET courses. In addition to focusing on key aspects of literacy, numeracy and assessment, the beginning teachers benefit from an extensive range of INSET in individual subjects, provided by subject specialist officers. The beginning teachers visited commented favourably on the good quality and relevance of most of the INSET. A minority reported they would benefit from more time during the courses to reflect on what they were learning. The provision of clear, relevant documentation and good quality resources is a feature of the SELB CASS support for beginning teachers.



5. The courses for teacher-tutors are well focused and informative. The teacher-tutors welcomed the practical nature of the support and the clarity it brought to their work. Teacher-tutors recently appointed to the role, who requested in-school support, commented on the good quality of the advice and guidance provided by the CASS officers. A good feature of the SELB CASS teacher education programme is the provision of INSET to assist heads of department to support their beginning teachers more effectively.
  
6. The findings of the two-year survey illustrate clearly the effectiveness of the SELB's support for beginning teachers. The strengths of the provision include:
  - the commitment, dedication and experience of the SELB officers responsible for the organisation and management of support for beginning teachers and teacher-tutors;
  
  - the provision of good quality support that meets the needs of the beginning teachers and the teachers supporting them in schools;
  
  - the development of records that are helping to track the beginning teachers' progress through early teacher education;
  
  - the range and quality of the INSET courses provided for beginning teachers on induction;
  
  - the favourable response of the beginning teachers and teacher-tutors;
  
  - the progress being made by the beginning teachers as reflective practitioners.

The areas for improvement include the need:

- to provide more time during INSET to enable the beginning teachers to reflect on their learning and to consider ways of incorporating it into their practice;
- to improve liaison with the higher education tutors to ensure greater continuity and progression in the beginning teachers' experiences.

## APPENDIX 5

### THE QUALITY OF SUPPORT PROVIDED BY THE CASS OF THE WESTERN EDUCATION AND LIBRARY BOARD (WELB)

1. The Curriculum, Advisory and Support Service (CASS) of each Education and Library Board (ELB) provides support for beginning teachers in the nursery, primary and post-primary phases. Each ELB also provides support and in-service training (INSET) for teacher-tutors. Over the two years of the survey, the Inspectorate carried out visits to INSET courses provided by CASS of the WELB. The Inspectorate also held discussions with the CASS officers responsible for the organisation and management of the support programme for beginning teachers in the WELB and a sample of CASS subject officers and beginning teachers in the WELB area.
2. The CASS officer responsible for organising and managing the support for beginning teachers brings a high level of commitment, dedication, enthusiasm and creativity to her work. The team of four, led by the officer, establishes excellent relationships with beginning teachers and schools, and provides high quality support both at a professional and pastoral level. There is clear evidence that the support provided by these officers is having a positive impact on the work of the beginning teachers.
3. A designated CASS officer made two visits to each beginning teacher on induction; in addition, one visit was made during the first and second year of EPD. Further visits were made in response to requests from the school. This work was managed with a high degree of professionalism combined with support and encouragement for all teachers. The team

ensures that all beginning teachers, whether in full or part-time employment, can participate in the programme.

4. A two-day induction conference was held in the autumn term to explain the procedures and priorities for the year. The programme on offer was broad and balanced and the topics covered, including Child Protection and Education Law, were interesting and relevant. Some courses, for example that on phonics work in reading, were over-subscribed. There was a more varied demand for other courses. The course presentations were clear and complemented by useful documentation. The beginning teachers had opportunities to work in groups and to enter into further open discussion. Other courses were of a more interactive nature; the course on structured play was particularly well prepared. Throughout all the sessions, the CASS officers were supportive, good humoured and provided opportunities for the beginning teachers to articulate their concerns and to identify areas on which they required further guidance. The CASS officers worked hard to meet these needs and, where necessary, maintained further links with the beginning teachers by phone and e-mail.
5. Courses were provided for existing and new teacher-tutors. This work was also of an interactive nature, allowing the teacher-tutors to engage in discussion with their peers and to work via video-conferencing with tutors from the University of Ulster. The teacher-tutors spoke highly of the opportunities afforded to them and found the clear guidance provided helped them to work with the teachers on induction and EPD.
6. A particular strength of the WELB officers' work is the creative and innovative approach taken to dealing with beginning teachers in small and rural settings. For example, visits to two-teacher schools enabled the beginning teachers to work with experienced teaching principals. This work was useful

and made an effective link between theory and everyday classroom practice. In addition, the WELB officers provide appropriate support to beginning teachers who have trained outside Northern Ireland and who require help in adapting to the particular curriculum and induction arrangements within Northern Ireland.

8. The findings of this two-year survey clearly illustrate the effectiveness of the WELB's support for beginning teachers. The strengths of the provision include:
- the commitment, energy, professionalism and dedication of the WELB's team with responsibility for the overall programme of support;
  - the broad and balanced range of courses on offer;
  - the creative and innovative approach to issues relating to small, rural schools and to beginning teachers from outside Northern Ireland;
  - the good relationships that exist between the CASS officers and local principals and schools;
  - the willingness to adapt the programmes in light of feedback from the beginning teachers and teacher-tutors;
  - the quality assurance systems put in place to evaluate the effectiveness of the support.

The areas for improvement include the need:

- to develop some of the support offered to beginning teachers on induction to those in the first year and second year of EPD;
- to work more closely with higher education tutors to ensure continuity and progression and avoid repetition in the beginning teachers' experiences.



## APPENDIX 6

### THE EDUCATION AND LIBRARY BOARDS' STATISTICS ON INDUCTION 2002/2003 AND 2003/2004

These statistics are collected at the end of each October, by which time the vast majority of beginning teachers have registered with their ELBs. They represent a snapshot of the employment patterns of the beginning teachers as they enter induction.

There are currently no detailed statistics which track how these patterns of employment change throughout the induction year.

#### **2002/2004: OVERALL STATISTICS**

Total of Beginning Teachers registering in <b>2002/2003</b>	=	909
Total of Beginning Teachers registering in <b>2003/2004</b>	=	1023

## 2002/2003: ANALYSIS OF STATISTICS

Primary Beginning Teachers employed	=	358
Primary Beginning Teachers including those without posts	=	412
Post-Primary Beginning Teachers employed	=	456
Post-Primary Beginning Teachers including those without posts	=	497
Total of Beginning Teachers employed	=	814
Total of Beginning Teachers including those without posts	=	909

### Beginning Teachers in Primary/Nursery/Special: Employment Patterns

<i>Employment</i>	<i>Number</i>	<i>%</i>
Permanent	= 69	= 16.7%
1 year Temporary	= 78	= 18.9%
< 1 year Temporary	= 206	= 50%
Part-Time	= 5	= 1.2%
Not in Post	= 54	= 13.1%

### Summary:

Permanent/One-Year Temporary	= 147	= 35.6%
< One Year Temporary/Part-time/Not in Post	= 265	= 64.4%



### Beginning Teachers in Post-Primary: Employment Patterns

<i>Employment</i>		<i>Number</i>		<i>%</i>
Permanent	=	162	=	32.6%
1 year Temporary	=	148	=	29.7%
< 1 year Temporary	=	127	=	25.5%
Part-Time	=	19	=	3.8%
Not in Post	=	41	=	8.2%

#### Summary:

Permanent/One-Year Temporary	=	310	=	62.3%
< One Year Temporary/Part-time/Not in Post	=	187	=	37.7%

### 2002/2003: OVERALL STATISTICS: Primary/Nursery/Special/Post-Primary

<i>Employment</i>		<i>Number</i>		<i>%</i>
Permanent	=	231	=	25.4%
1 year Temporary	=	226	=	24.9%
< 1 year Temporary	=	333	=	36.6%
Part-Time	=	24	=	2.6%
Not in Post	=	95	=	10.5%
TOTAL	=	909	=	100%

#### Summary:

Permanent/One-Year Temporary	=	457	=	50.3%
< One Year Temporary/Part-time/Not in Post	=	452	=	49.7%

## 2003/2004: ANALYSIS OF STATISTICS

Primary Beginning Teachers employed	=	400
Primary Beginning Teachers including those without posts	=	450
Post-Primary Beginning Teachers employed	=	508
Post-Primary Beginning Teachers including those without posts	=	573
Total of Beginning Teachers employed	=	908
Total of Beginning Teachers including those without posts	=	1023

### Primary/Nursery/Special Employment Patterns

<i>Employment</i>	<i>Number</i>	<i>%</i>
Permanent	= 60	= 13.3%
1 year Temporary	= 124	= 27.5%
< 1 year Temporary	= 179	= 39.8%
Part-Time	= 37	= 8.2%
Not in Post	= 50	= 11.1%

### Summary:

Permanent/One-Year Temporary	=	184	=	40.8%
< One Year Temporary/Part-time/Not in Post	=	266	=	59.1%

### Post-Primary Employment Patterns

<i>Employment</i>	<i>Number</i>	<i>%</i>
Permanent	= 170	= 29.7%
1 year Temporary	= 138	= 24.1%
< 1 year Temporary	= 181	= 31.6%
Part-Time	= 19	= 3.3%
Not in Post	= 65	= 11.3%

#### Summary:

Permanent/One-Year Temporary	= 308	= 53.8%
< One Year Temporary/Part-time/Not in Post	= 265	= 46.2%

### 2003/2004: OVERALL STATISTICS: Primary/Nursery/Special/Post-Primary

<i>Employment</i>	<i>Number</i>	<i>%</i>
Permanent	= 230	= 22.5%
1 year Temporary	= 262	= 25.6%
< 1 year Temporary	= 360	= 35.2%
Part-Time	= 56	= 5.5%
Not in Post	= 115	= 11.2%
TOTAL	= 1023	= 100%

#### Summary:

Permanent/One-Year Temporary	= 492	= 48.1%
< One Year Temporary/Part-time/Not in Post	= 531	= 51.9%

**© CROWN COPYRIGHT 2005**

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR. A copy is also available on the DE website: [www.deni.gov.uk](http://www.deni.gov.uk)