

Introduction

New teachers need time and support to fulfil the expectations of the Induction Year.

The time allocation for professional learning and development should allow opportunities for authorities to bring teachers together to share experiences and learn from them. In addition, it is clear that early career teachers require time to develop the skills of teacher and an understanding of curriculum, assessment and pedagogy.

Range of Activities

Early career teachers should have access to a range of appropriate experiences which will assist them to reflect and develop sufficient understanding of their strengths and development needs as a teacher through the following activities:

- Regular supporter meetings
- Professional dialogue with colleagues
- A range of professional learning opportunities
- Regular classroom observation and feedback
- Maintaining an online record of professional development
- Regular reflection against the Standard for Full Registration

Support

For those experiencing difficulties, the following support should be considered:

- Additional supporter meetings
- Support with action planning
- Additional coaching and mentoring
- Support with self-evaluation/ reflection
- Additional classroom observations and feedback
- Regular review meetings to discuss progress
- Opportunities to plan collaboratively with colleagues
- Support with moderation/assessment
- Opportunities for focussed peer observation
- Opportunities to take part in focussed learning rounds/ lesson studies
- Support with additional professional reading and research
- Opportunities for co-operative or team teaching
- Visits to specialist settings (if appropriate)
- Changes to timetable / responsibility
- Opportunities for professional dialogue with specialists (eg. Ed. Psych)