

## Thomas Estley Learning Alliance NQT Induction NQT Suggested Developmental Activities

To maximise development of important skills and experience during your NQT year, you need to use your initiative and take advantage of all useful opportunities, including your increased PPA time.

Below are some suggested developmental activities which will enable you to develop against the Teacher Standards and gain evidence of your development for review and assessment meetings. Discuss your planned activities regularly with your induction mentor and other colleagues and keep a record of their impact to provide evidence.

Teacher Standard	Relevant Developmental Activities <i>(not an exclusive list)</i>
<b>1. Set high expectations which inspire, motivate and challenge students.</b>	<p>Observe other teachers with good and outstanding practice.</p> <p>Arrange a learning walk focussing on environments and expectations around a series of classrooms.</p> <p>Meet with SENCO and More Able lead teacher to discuss planning and delivery of appropriate levels of challenge for all pupil groups.</p> <p>Familiarise yourself with the School Development Plan and its objectives and reflect on their translation into your practice.</p>
<b>2. Promote good progress and outcomes by students.</b>	<p>Meet with Assessment and Tracking lead to discuss processes and practice.</p> <p>Analyse your class/ department/ year group data with other teachers, including pupil group analysis.</p> <p>Look at examples of high quality written feedback.</p> <p>Involve yourself in the school work scrutiny process.</p> <p>Link identified underachievers clearly to a mini action plan for each student and keep records of their progress towards improved achievement.</p>
<b>3. Demonstrate good subject and curriculum knowledge.</b>	<p>Observe other teachers with good and outstanding practice within your curriculum area/ year group.</p> <p>Carry out online research and network with colleagues (CPD Trios, Teachmeets, Subject groups, action research projects, etc) particularly around your identified gaps in knowledge/ areas for development.</p> <p>Investigate training or observation opportunities at other schools.</p> <p>Keep up to date with developments in your own and other phases – twitter, online forums, etc are particularly useful.</p>
<b>4. Plan and teach well-structured lessons.</b>	<p>Observe other teachers with good and outstanding practice, particularly around identified areas for improvement.</p> <p>Learn and effectively implement policies relating to teaching and learning.</p> <p>Plan collaboratively with your subject leader/ phase leader/ other colleagues, if possible linking this to peer observation.</p> <p>Record yourself teaching and discuss the outcomes with colleagues.</p> <p>Embed self-valuation in your ongoing practice.</p> <p>Focus observations of your own and others' teaching on Pace and Structure.</p>

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<p><b>5 Adapt teaching to respond to the strengths and needs of all students.</b></p>	<p>Meet with SENCO and More Able lead teacher to discuss planning and delivery of appropriate levels of challenge for all pupil groups. Ask a range of teachers about their most effective differentiation strategies.</p> <p>Focus on a particular class or pupil group and teach a sequence of lessons with explicitly differentiated resources, taking pupil voice feedback.</p> <p>Observe teachers identified with excellent practice in stretching the most able/ progressing the least able/ advancing a gender or other group.</p> <p>Work with a teaching assistant to design a suite of activities/ resources to support one or more students in better accessing/ progressing learning.</p> <p>Analyse your assessment data to pinpoint your pupil groups with most and least progress.</p>
<p><b>6. Make accurate and productive use of assessment.</b></p>	<p>Analyse your assessment data to pinpoint your pupil groups with most and least progress, and draw up an action plan to improve the weakest.</p> <p>Observe a range of staff with excellent practice in peer and self-assessment and record processes and supporting resources to use in your lessons.</p> <p>Observe staff working with students around target setting or post assessment analysis to accumulate a range of effective strategies.</p> <p>Consider how your classroom environment supports exemplification and modelling to support students in reaching the next level.</p>
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment.</b></p>	<p>Observe teachers identified with excellent practice in engaging reluctant learners.</p> <p>Identify two students you struggle to engage/ manage the behaviour of, and ask your induction tutor which classes you can observe them in where they are well managed and engaged.</p> <p>Analyse pace and engagement strategies in your lessons, asking others to observe and feed back to you on how these impact on behaviour.</p> <p>Put strategies in place to ensure the consistency or implementation of school, phase/department, your own behaviour management strategies.</p> <p>Collect a bank of best practice strategies, try each one several times to judge which to embed or avoid.</p>
<p><b>8. Fulfil wider professional responsibilities / Personal and Professional Conduct</b></p>	<p>Consider how your behaviour, attitude and relationships impact on the school ethos and select some good role models to learn from.</p> <p>Involve yourself in leading or helping with one or two extracurricular activities.</p> <p>Communicate regularly with parents to celebrate achievements and tackle poor behaviour/ underachievement.</p> <p>Contribute to your schools' training programme, and take a lead in other areas, e.g. deliver assemblies, lead an area of development.</p>