

Setting objectives and writing action plans for the induction period

As a newly qualified teacher (NQT) you should have developed an individual action plan in discussion with your induction tutor which will be reviewed and revised regularly. This guidance suggests ways to review your progress when your action plan is underway.

Whatever format you use for your action plan, it should identify:

- **objectives** (between three and five)
 - **success criteria** against which you can judge whether you have achieved each objective
 - **actions** that you and others need to take to achieve the objectives, and an indication of who needs to do what
 - **resources** that will be needed to support the plan
 - **target dates for achievement**, and
 - **review dates** when progress will next be evaluated.
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Objectives should:

- be appropriate for each individual NQT
 - enable you to build on the strengths identified using transition point one of the career entry and development profile (CEDP)
 - support your needs in the context of a particular teaching post
 - be related to achievement of the induction standards and any other needs and interests that are identified, and
 - be clearly phrased, focused, realistic and achievable.
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Success criteria should:

- describe how it will be evident that you have achieved your objectives
 - be identified before decisions are made on actions to be taken, and
 - be phrased clearly in relation to your objectives.
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Actions should:

- identify exactly what is to be done and who will do it
 - set out actions for you and for those who will support you
 - involve an appropriate range of development opportunities, and
 - be realistic and achievable within the resources available.
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Resources should:

- be identified to support training and development needs, and
 - show the time that will be allocated for your development opportunities.
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Target dates for achievement should:

- be agreed when the objective is identified, and
 - be realistic and manageable.
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Dates for review should:

- be set for every six to eight weeks.
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This table suggests a possible format for summarising your agreed objectives.

Objectives	Success criteria	Actions to be taken and by whom	Resources	Target date for achievement	Review date	Evaluation of progress

Signature on behalf of school:

Date:

Signature of NQT:

Date:

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This page suggests a possible format for drawing up a separate action plan for each objective

Objective:

_____ of _____

(For example, 1 of 3)

Success criteria:

Actions to be taken and by whom:

Resources needed:

Target date for achievement:

Review date:

Confirmation of objectives set:

Signed (NQT):

Signed (Induction tutor):

Date:

Evaluation of progress

Objective met

Objective carried forward to next action plan:

Yes No

Yes No

Comments:

Signed (NQT):

Signed (Induction tutor):

Date:

Reviewing progress during your induction period

The DfES guidance on the induction of NQTs recommends that you meet your induction tutor for professional review meetings at least every six to eight weeks. At these meetings you will review your objectives and induction action plan, taking account of your progress and any new priorities and needs that have emerged.

Regular reviews of your objectives will help you track your achievements as you gain further experience and develop greater expertise. Your induction tutor will also feed back evidence to you, for example from classroom observations, and this will help you consider the next stage of your induction programme. Remember that it is important to build on your strengths as well as ensuring you receive support in areas where you feel less confident or need more experience.

In preparation for your professional review meetings you may find it helpful to think about each of your objectives and identify the progress you have made. Some of your objectives may be partially met, some completely. Longer term objectives will require more time and support before you can be confident that you have fully met them.

It is also important for you and your induction tutor to evaluate the support that has been provided. You should identify particularly helpful development opportunities for future reference. Any perceived shortfalls should be discussed and recorded at review meetings so that your school can take steps to ensure that support is re-established or re-organised, as required.

This section is laid out in the same format as the transition points that make up the career entry and development profile, and is designed to be used in the same way. It asks several questions intended to prompt your thinking. It also offers a way of noting your responses and where you might find evidence in support of those responses. You are not expected to write lengthy answers to each question. The processes of reflection and professional discussion are more important than the written evidence.

Reviewing progress during your induction period

This should be done at regular and key points during your induction period (every six to eight weeks).

The next page provides space for you to make notes to help recall your thinking. Alternatively, you may wish to write more extensively in response to the questions. You are encouraged to choose your own format. The following questions are not exhaustive, you can of course add your own.

1. Think about the progress you have made towards achieving your objectives over the past six to eight weeks.

How do you know you have progressed? How have you been able to make this progress?

2. Which of your professional development opportunities have had the most impact on you and your teaching?

Why were they so helpful?

Have any of your support activities been less helpful?

Why do you think that was?

3. Are there any objectives, or aspects of objectives, where you have made less progress than you expected?

How do you know?

Why do you feel this has happened?

4. What further support would you find valuable?

What would help you to build on your achievements and improve your progress towards your objectives?

5. What new objectives should be set for the next stage of your induction period?

For example, these might relate to:

- priorities you identified earlier in your induction period but which have not yet been addressed
- new or unexpected priorities, or
- objectives that have been adapted and carried over from an earlier action plan.

Why are these important for you now?

Reviewing progress during your induction period

Date:

Make a note of your response to each question, the reasoning that led you to this response and where you might find evidence to support your thinking.

Summary check – how well have you:

- identified progress against your objectives, and thought about how you have made this progress?
- noted how you know you have made progress?
- highlighted any concerns about your support programme?
- recorded review meetings in conjunction with your induction tutor?
- identified new or revised objectives?

Reviewing progress during your induction period

This page suggests a possible format for reviewing your objectives.

Date of review point:

Date of next review point:

Objective	Date agreed	Progress made	Evidence	Evaluation of support and professional development	Further development needs

New objectives suggested					
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Reviewing progress during your induction period

Development activity record

You may wish to use this pro-forma to record your learning from a range of development activities, including:

- observation of other teachers
- school-based development opportunities
- discussions with colleagues
- external activities such as seminars and conferences, or
- reading and research.

Date	Activity	What did I learn? How will I use this learning?

Reviewing progress during your induction period

Record of professional review meeting

This and the following page offer two possible formats for recording the outcomes of professional review meetings.

NQT:

Induction tutor:

Date:

Term one		Term two		Term three	
review 1	review 2	review 3	review 4	review 5	review 6

Please circle as appropriate.

Evidence considered, eg. lesson observation, planning, pupils' work, NQT evaluations etc:

Objectives reviewed and progress made:

Revised objectives: (Support to be provided by the school)

Date for next discussion and review:

Signed

Induction tutor:

NQT:

Reviewing progress during your induction period

Record of professional review meeting

NQT:
Date:

Induction tutor:

Summary of progress:

New needs identified:

Any concerns raised by the induction tutor:

Any concerns raised by the NQT:

Date of next review meeting: