

Primary ECT Induction Tutor Support Pack



Primary ECT Induction Tutor: Lesson Feedback Sheet

Address Induction Tutor/Feedback

(Type/print name and address below)

What I noticed in the lesson

(Address me and what you observed)

I, (signature) acknowledge that I accept the feedback and I agree to follow it

- Teacher
- Classroom Assistant
- Headteacher
- Other

Primary ECT Induction Tutor: Early Career Teacher Half-Termly Action Plan

Use this action plan to record a half-termly review of your progress as an Early Career Teacher. It is a tool to help you reflect on your performance and set goals for the next half-term. It is a tool to help you reflect on your performance and set goals for the next half-term. It is a tool to help you reflect on your performance and set goals for the next half-term.

Signature: _____ Date: _____

Week	Lesson Feedback	Feedback from Induction Tutor	ECT Feedback	Induction Tutor Support/Advice/Notes	ECT Feedback/Review
1	Teacher observed that the lesson was well planned and the children were engaged. The teacher used a variety of resources and the children were able to participate in the lesson.	ECT was observed to be a good teacher and the lesson was well planned. The teacher used a variety of resources and the children were able to participate in the lesson.	ECT was observed to be a good teacher and the lesson was well planned. The teacher used a variety of resources and the children were able to participate in the lesson.	Teacher was able to use a variety of resources and the children were able to participate in the lesson.	Teacher was able to use a variety of resources and the children were able to participate in the lesson.
2					

Succeeding As An Induction Tutor Effective Support Teachers Professional Development S

Sara Bubb



Succeeding As An Induction Tutor Effective Support Teachers Professional Development S:

Successful Induction for New Teachers Sara Bubb, 2007-09-18 Investing in people right at the start of their career is crucial because no matter how good initial training is the first year as a fully fledged teacher is bound to be tough Induction is there to make sure new teachers succeed and enjoy their work Supporting new teachers is not just a good thing to do it is statutory With the new professional standards every Newly Qualified Teacher NQT and Induction Tutor needs this book to ensure that the induction year is a success This book is an accessible engaging guide to surviving the tricky bits of the first year of teaching It offers the sort of clear information and practical tips that Sara Bubb knows people are crying out for because they raise them in the TES virtual staffroom Written in a lively yet authoritative style the book is packed with illuminating anecdotes handy checklists and useful examples covers much that NQTs need to know including how induction works how to meet the core standards dealing with difficult people how to get the most out of professional development and performance management gives detailed guidance about how induction tutors and mentors can support monitor and assess new teachers Indispensable for any new teacher needing up to date advice and information induction tutors CPD coordinators local authority advisers in charge of induction and trainee teachers towards the end of their course this book is an invaluable resource to success in the induction year Sara Bubb has an international reputation in the field of induction and supports new teachers and induction tutors at the Institute of Education University of London and across the country She writes a popular weekly advice column for new teachers in the Times Educational Supplement and answers questions on its online staffroom

Leading and Managing Continuing Professional Development Peter Earley, Sara Bubb, 2004-03-22 This book gives an up to date picture of a rapidly changing field enhances understanding of continuing professional development and its potential to bring about change and development to improve the quality of teaching and learning in schools

Leading & Managing Continuing Professional Development Sara Bubb, Peter Earley, 2007-09-25 Praise for the first edition Peter Earley and Sara Bubb bring together in a very accessible way theoretical and practical aspects of CPD and suggest how leadership and management can be applied in this vital area of staff development This book will help co ordinators and school leaders to develop their most important resource the people who work with the children Richard Stainton Education Journal The most obvious target user for the book is the not rare person suddenly hoist with the staff development responsibility petard but thoughtfully used most staffrooms will include several people who could benefit from thinking about its contents and putting some of the ideas into practice British Journal Educational Technology This book is a welcome and practical guide to the wealth of publications on Continuing Professional Development M akes an excellent contribution to the current and widening debate on the nature of Continuing Professional Development For School Leadership Teams it is an essential resource and reference for the managing of professional development and learning It also serves as an excellent practical guide and CPD coordinators reading this book will find themselves questioning and as a

result developing their own practice The book is written in accessible language using believable case studies to illustrate the wealth of research that has been carried out The deeply embedded notion among some teachers that professional development consists of the one day course is challenged and the reader is left in no doubt as to the range of opportunities that exist and need for them to be harnessed in order to ensure school improvement The book is will surely act as a catalyst for the review and development of CPD in schools Stephen Merrill Edge Hill College of Higher Education British Journal In Service Education A practical guide to all aspects of professional development which ought to be in the possession of every professional development coordinator in every primary and secondary school in the land and their colleagues in leadership teams Tim Brighouse TES Friday Magazine This new edition of a best selling book provides an up to date overview of Continuing Professional Development CPD combined with a guide to best practice Changes include expanded sections on the professional development of support staff and the wider school workforce particularly important in the light of workforce remodelling and the evaluation of CPD more on making sure that professional development has an impact and provides good value for money the common core of skills and knowledge for the children s workforce the new standards for qualified teacher status induction threshold excellent teachers and advanced skills teachers as well as those for higher level teaching assistants Drawing on the latest research the contents include a clear explanation of CPD and latest developments practical tips on how to lead and manage CPD for a range of staff in schools identifying training needs designing and implementing programmes and evaluating their impact detailed guidance on CPD for staff at different stages of their careers Written in a clear readable style it covers the latest standards and offers examples of current good practice It is an essential professional reference for all those responsible for leading and managing professional learning in schools headteachers deputies CPD and staff development coordinators and Local Authorities LAs It will also prove invaluable to training providers and universities

Mentor Development for Teacher Training Anne Punter, 2007 The 34 scenarios that make up this book are based upon real life teacher trainee issues They are designed to stimulate analysis of those issues to help the formulation of possible approaches to deal with them and to promote reflection on the role of the mentor as a practitioner advisor critical friend and assessor There is no single solution to each issue but the material prompts an in depth discussion of what the issues are and a consideration of how to manage the complex set of factors towards a resolution School-based Teacher Training Elizabeth White, Joy Jarvis, 2012-12-18 Covering both Primary and Secondary teaching this handbook offers support to those delivering school based teacher training By identifying best practice the book shows you how to develop your professional knowledge and become an effective teacher educator and mentor Topics covered include strategies for coaching and mentoring trainee teachers teacher training in schools links between teacher education and recent research how to develop your own identity as a teacher educator Packed with case studies of good practice models of successful teaching and activities to try this practical book leads you through a professional development process that will enable you to be confident

and secure in your practice An essential guide for tutors mentors and all those involved in staff development in schools the book is also useful for experienced teachers in schools who are taking on training roles and supporting and mentoring newly qualified teachers NQTs Elizabeth White and Joy Jarvis both teach in the School of Education at the University of Hertfordshire

The Insider's Guide for New Teachers Sara Bubb,2003-12-16 Writing in an accessible engaging style Sara Bubb tackles all the essential need to know topics for trainee or newly qualified teachers from the perspective of someone actually involved in training or teaching This book features illuminating anecdotes and answers questions posed by individuals already in the process of studying or teaching It covers the whole spectrum of experience from meeting the standards to gaining qualified teacher status QTS to managing relationships at college and school Maintaining a practical focus throughout the book is peppered with handy checklists case studies and useful tips This will be an indispensable handbook for any trainee teacher needing advice and information

Academic Advising and Tutoring for Student Success in Higher Education: International Perspectives Emily Alice McIntosh,Wendy Gates Troxel,David Grey,Oscar Van Den Wijngaard,Liz Thomas,2021-02-16

Your Secondary School Placement Toolkit John Keenan,Andy Hind,2025-03-07 Teaching in secondary schools requires a professional mindset and the confidence to face challenging situations This highly practical and accessible book for all secondary initial teacher education trainees will help you to develop the knowledge and skills required to excel on your school placements With case studies from qualified teachers who have been through it all ahead of you you will be guided through key issues in training to be a teacher planning and teaching lessons working with your school mentor understanding how pupils learn and discovering how schools really work John Keenan is Senior Lecturer in Education at Birmingham Newman University Andy Hind is Head of the Centre for Teacher Education at the University of Warwick

Issues in Mentoring Trevor Kerry,Ann Shelton Mayes,2014-07-22 As the initial training of teachers becomes increasingly school based and as schools and colleges develop formal induction programmes for their newly qualified teachers the role of the teacher mentor is fast becoming a pivotal one in teacher education Individual sections look at mentoring as it relates to Initial Training Induction Assessment Whole institution staff development Throughout the emphasis is on the ways in which mentoring contributes at all points in the continuum of professional development Anyone involved in mentoring in any setting from the primary school to the adult education college will find this book indispensable as a guide to reflection and a spur to action

Handbook for Newly Qualified Teachers Denis Hayes,2013-12-16 First Published in 2000 All teachers want to get better at teaching Sometimes the frantic pace of school life the heavy demands and the need to conform to different people s expectations conspire to suppress their creativity and initiative This book provides a combination of explanation challenge and practical activities to help busy practitioners enhance their work with pupils and make the best of their teaching opportunities It is written in the belief that it is possible to get better at teaching by translating the time spent on a careful study of relevant issues into practical classroom

experience and using this experience as a basis for further reflection and study

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