



Initial Needs Analysis

2009 – 2010 Programme



Initial Needs Analysis

1. Subject Audits (VLE)
2. Professional Issues Audit (VLE)
3. Prior Learning and Experience
4. Induction Planning (linked to Subject Knowledge for Teaching Framework)



Initial Needs Analysis

1 + 2


To be completed online

More information later today!



3. Prior Learning and Experience

- Focus on what you know and have experienced
- Focus on 'gaps'
- Begin to unpick the Q Standards
- Provide a base for creating individual training plan



STTP guidance (as listed on INA)

Please refer to the Standards for the Award of Qualified Teacher Status before completing.

Please work with your Mentor to identify your starting point against the standards .Please use the TDA guidance on the standards

www.tda.gov.uk/partners/ittstandards/guidance_08/qts.aspx to assist you with this. Use the questions for each standard to reflect on your strengths and development needs. Use the sources of evidence for each standard to help you identify evidence you may already have.



Q Standards (have a look!)

Q1 – 9

Professional Attributes

- Relationships with children
- Frameworks
- Communicating and working with others
- Personal professional development



Q Standards (have a look!)

Q10 – 21

Professional Knowledge and Understanding

- Teaching and learning
- Assessment and monitoring
- Subjects and curriculum
- Literacy, Numeracy and ICT
- Achievement and Diversity
- Health and Well-Being



Q Standards (have a look!)

Q22 – 33

Professional Skills

- Planning
- Teaching
- Assessing, monitoring and giving feedback
- Reviewing teaching and learning
- Learning environment
- Team working and collaboration



Prior Learning and Experience

- 1 **Professional Attributes** (*Relationships with children and young people, Frameworks, Communicating and working with others, Personal professional development*).

Experience	Evidence
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Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
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Development Needs Identified



Prior Learning and Experience

1 Professional Attributes (*Relationships with children and young people, Frameworks, Communicating and working with others, Personal professional development*).

Experience	Evidence
<p><i>Working as TA with small groups at X Primary School, communicating with children and colleagues</i></p>	<p><i>Notes from TA meetings re events at school</i> <i>Note book of feedback given to teacher from working with pupils</i></p>
<p><i>Developed Code of Conduct as an induction policy when working at HSBC for colleagues</i></p>	<p><i>Induction document and notes from inducting a colleague</i></p>

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
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Development Needs Identified
<p><i>Q1 – High Expectations – develop understanding of achievement levels for each year group</i> <i>Q3a – Professional Duties – familiarise self with statutory duties for teachers e.g. job descriptions, National Curriculum</i></p>



Prior Learning and Experience

Activity 1

Draft ideas for this document with your mentor.

15 minutes

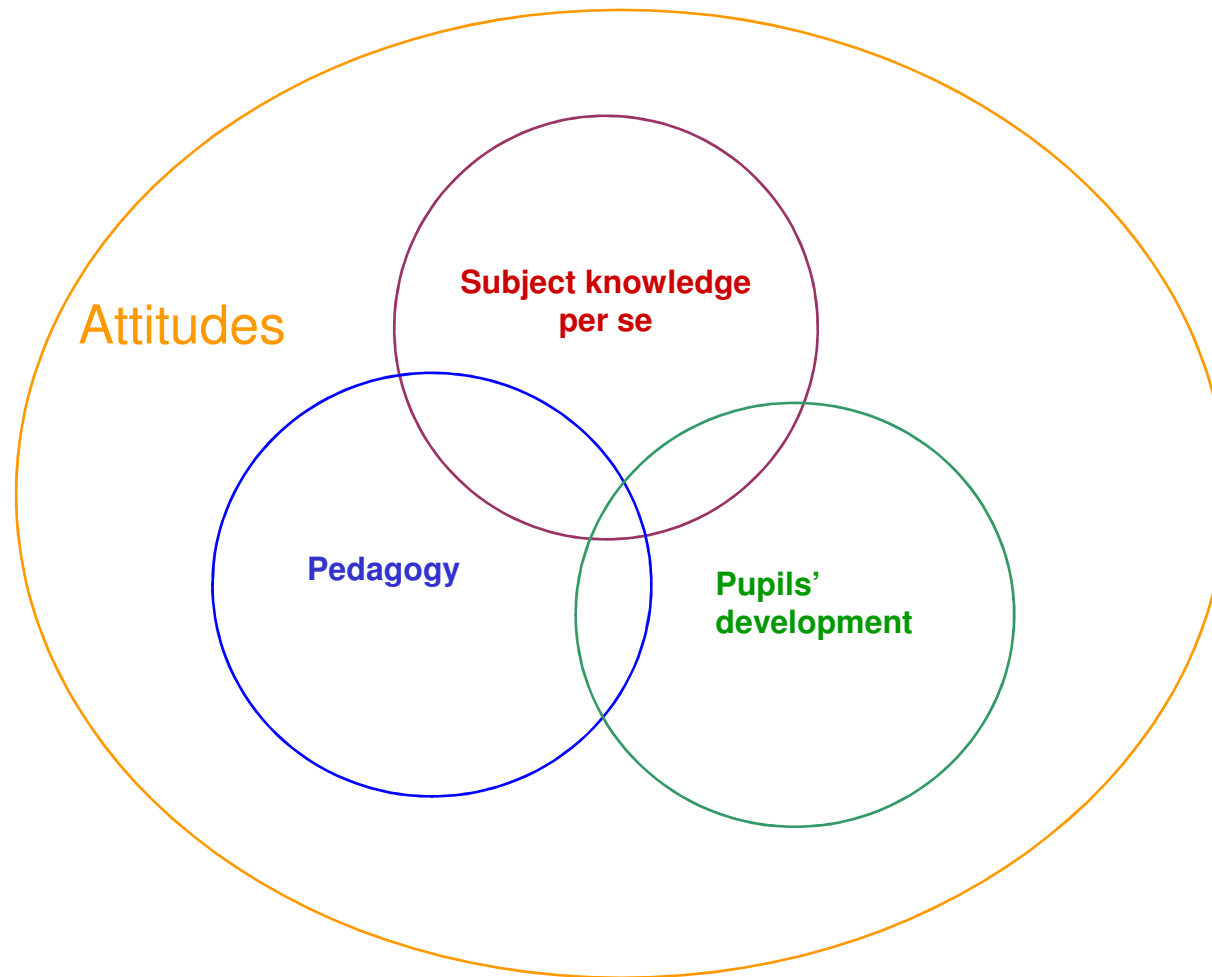
You will need to continue with this independently using the web link.



4. Induction Planning

- Begin to unpick the SKfT Framework
- Identifies your strengths
- Identifies areas to develop
- Forms a base for creating the Individual Training Plan

Subject Knowledge for Teaching Framework





Induction Planning

Components	QTS	Strengths	How I will begin to address this during induction
Plan lessons and sequence of lessons that are matched to pupils' needs, including opportunities for learning through homework	22 24 25 29	<i>Experienced in weekly planning for intervention group for maths L3</i> <i>Sets homework tasks for same group</i>	<i>Familiarisation with frameworks and NC</i> <i>Attending planning meetings</i> <i>Joint planning with mentor</i> <i>Review weekly and medium term plans</i>
Ability to make use of a range of resources including ICT	17	<i>ICT training and development of skills in previous job</i> <i>Experienced with windows programs</i>	<i>Training and practise with IWB</i> <i>Observe colleagues focussing on variety and use of resources then plan to include one of them.</i>



Induction Planning

Activity 2

Begin to draft ideas in columns with your mentor

25 minutes

You will need review and continue with this at a later time in order to complete it.



Questions so far?



Individual Training Plan

- *Use INA results to structure plan*

Consider

1. **Subject Knowledge for Teaching Framework**
(reference point)
2. **Training opportunities – school / STTP / other** (e.g. courses, staff meetings, induction days, school visits, observe colleagues)
3. **Directed tasks – STTP / school** (e.g. read a document or article, research a resource on internet, compare displays, reflect on the a parent evening)
4. **Hours of training (300 hours)** (keep a log!)



Training Plan Outlines

We have provided you with two possible outlines to personalise for your needs.

Whichever one you choose you should base the content around the points to consider.



Experienced mentors

Over to you.....Top Tips??



Individual Training Plan

Activity 3

Start to draft training ideas with your mentor E.G.

- decide on format e.g. subject by subject or weekly?
- make a list of what to include
- draft ideas on plan
- decide on roles for creating plan
- agree timeline for developing it
- are there any repeats which can be coded?
- what are your main concerns or desires to include?
- what are your mentors priorities to include?
- what are the whole school developments which can be included?

Come back together at 3.40pm please