



Initial Needs Analysis

2010 – 2011 Programme

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Initial Needs Analysis

1. Subject Audits
2. Professional Issues Audit
3. Prior Learning and Experience
4. Initial Needs Analysis (linked to Subject Knowledge for Teaching Framework)



1 / 2. Subject / Professional Audits

- 3 Subject Audits and 1 Professional Skills Audit should already be complete.
- Look at results and complete the STTP INA template for each element
- Decide how you will address issues which have arisen – complete before September.



Subject / Professional Audits – pg1

Strengths	Areas for Development



Subject / Professional Audits – pg 2

<p>Knowledge of..... What are your strengths?</p>	<p>Evidence</p>
<p>Identify other actions you could take to audit your subject knowledge.</p>	<p>Identify two priorities you intend to work on and how you will do this.</p>



Questions?




Initial Needs Analysis

1. Subject Audits ✓
2. Professional Issues Audit ✓
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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 SbT 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 for colleagues when working at HSBC</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>



Questions?



Initial Needs Analysis

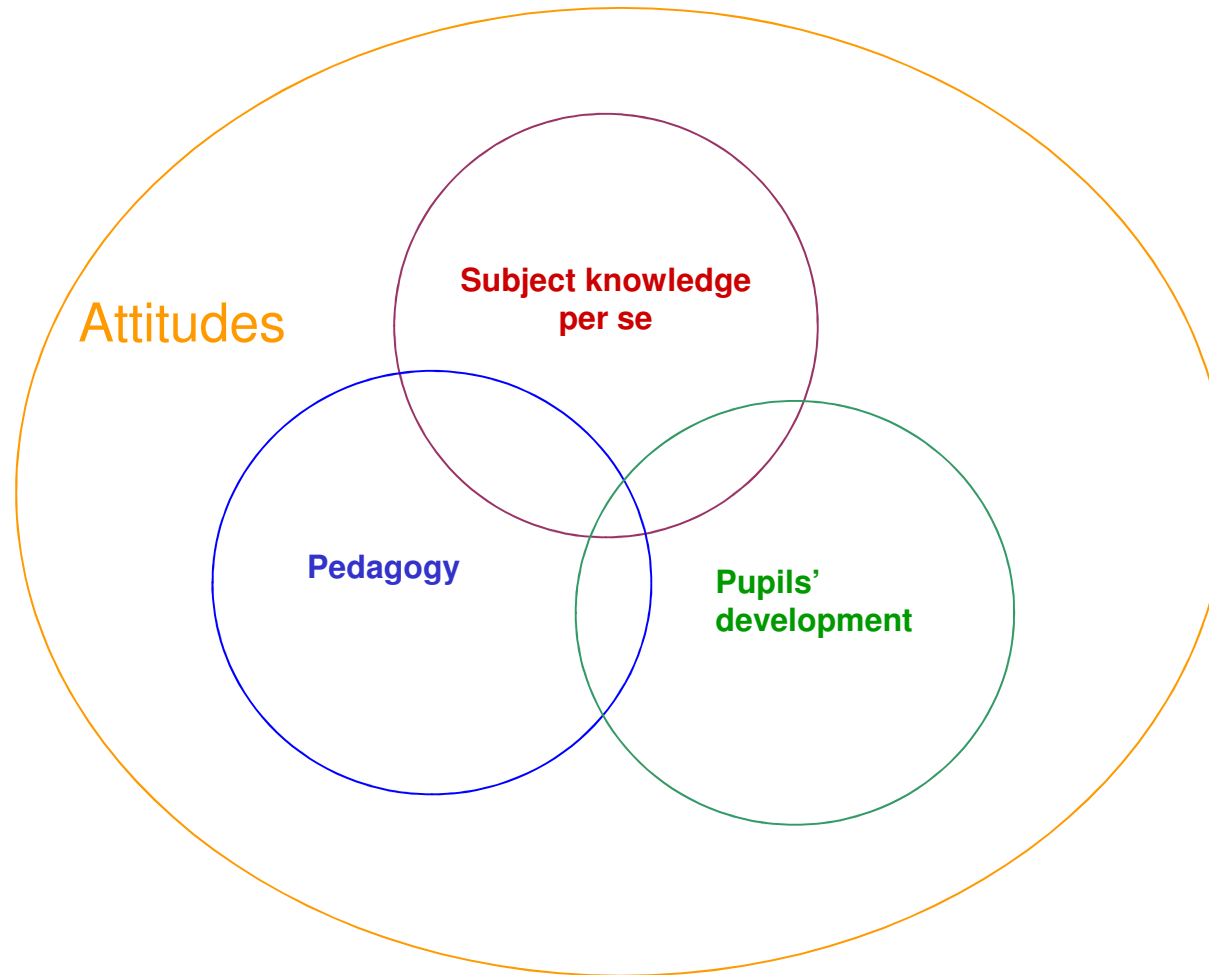
1. Subject Audits ✓
2. Professional Issues Audit ✓
3. Prior Learning and Experience ✓
4. Initial Needs Analysis (linked to Subject Knowledge for Teaching Framework)



4. Initial Needs Analysis - SKfT

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

Subject Knowledge for Teaching Framework





Initial Needs Analysis - SKfT

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>



INA SKfT / Induction Planning

Further more detailed examples

Questions?



Initial Needs Analysis

1. Subject Audits ✓
2. Professional Issues Audit ✓
3. Prior Learning and Experience ✓
4. Initial Needs Analysis (linked to Subject Knowledge for Teaching Framework) ✓

All to be completed before September, ready for discussion and annotation with SbT.



Induction

- To be agreed and planned with SbT
- To be based on need – results from items 1 - 4
- To be included within training plan
- See STTP suggestions



Individual Training Plan – to be worked on during September with SbT

- *Use INA results (1/2/3/4) 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 some possible outlines to personalise for your needs.

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



Activities – remainder of the afternoon

1. Begin to consider your prior experience by making notes on 'Prior Learning and Experience' proforma (*item 3*)
2. Begin to consider your strengths against SKfT INA (*item 4*)
3. With your SbT either continue with these or draft ideas regarding induction and discuss your first few weeks