



Tribe: Always Stay Curious

The Reflective Practitioner PRSD

The Reflective Practitioner Overview

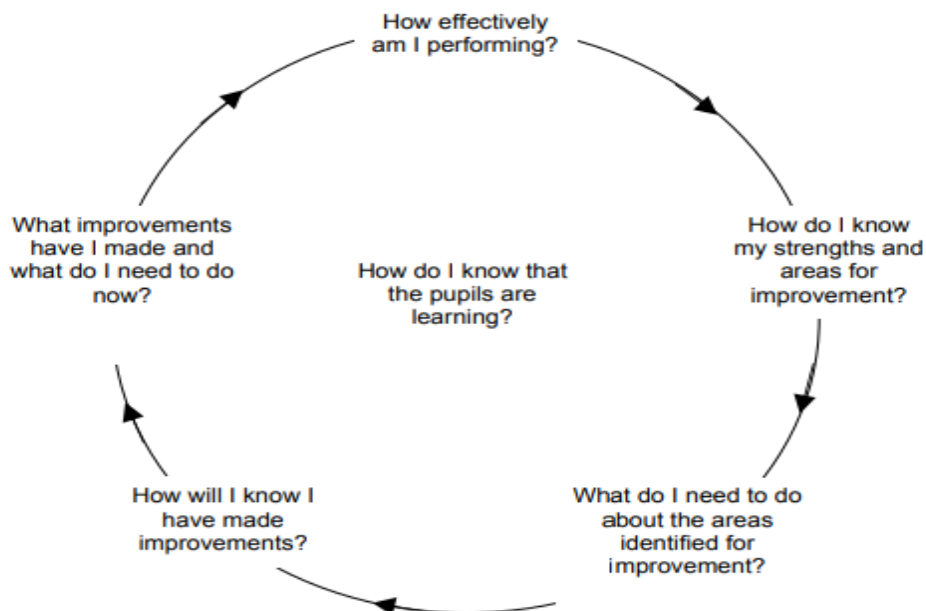
Purpose/Rationale for PRSD in Ardnashee School and College

Throughout Ardnashee School and College (ASC) all practitioners are encouraged and supported to reflect on learning and teaching so that we can deliver best practice across the school to engage students in the Learning Pathways Curriculum.

Noelle Buick, Chief Inspector for ETI states in The Reflective Teacher document (2005) that each practitioner in Northern Ireland finds that it *'encourages them to internalise reflective practice as an integral part of their professional identity and, as a consequence, helps them to recognise the strengths in their teaching, and engender an enthusiasm to develop professionally the areas they have identified for improvement.'*

We want to develop a robust system of reflective practice in ASC so that we can monitor, evaluate and celebrate the success of the wonderful work being delivered daily in our classrooms.

The focus of evaluation in The Reflective Teacher (2005) considers the following areas for discussion:



<https://www.eani.org.uk/sites/default/files/2018-11/ETI%20-%20The%20Reflective%20Teacher.pdf>

Cited: 04.06.2020

In order to monitor and evaluate learning and teaching effectively we use a flexible lesson observation pro forma that considers the broad range of learners and Learning Pathways

Curriculum offered in ASC. Staff are familiar with the Learning Programme Planning document which provides opportunities to self-evaluate the effectiveness of learning and teaching and monitor students levels of engagement during lesson activities.

We want to create a culture of research, reflection and review across ASC. Staff participate in the annual Performance Review and Staff Development (PRSD) process. During this time staff are encouraged to celebrate learning and teaching and participate in one lesson observation with a member of the Leadership Team to share best practice and identify targets for staff development.

What is PRSD?

PRSD is the performance review and staff development process which applies to all teachers except those in their Induction year and in EPD and is fully in accord with the requirements of the PRSD scheme and guidance from the Education Authority. During the process of PRSD staff have opportunities to demonstrate high quality learning and teaching.

The Performance Review and Staff Development Cycle

The review process for the staff and SLT will have three stages:



PERFORMANCE REVIEW AND STAFF DEVELOPMENT 2022-2023

Guidance Notes for staff preparing for a 'Celebrating Best Practice Lesson Observation's':

1. The teacher plans effectively and sets clear objectives that are understood.

- Objectives are communicated clearly at the start of the lesson and differentiated to suit the Learning Pathway for all students.
- Materials are ready.
- There is a good structure to the lesson and personal timetable if possible for learners who require this type of learning and teaching.
- The lesson is reviewed daily by teacher and evaluated half termly on the Learning Programme document.
- The PLPs are incorporated with the teacher's planning using the differentiation table and/ or by sharing learning needs and personal targets with planning in summary. (Attaching PLP targets is acceptable).

2. The teacher shows good subject knowledge and understanding.

- Teacher has a thorough knowledge of the subject content covered in the lesson.
- Subject material was appropriate for the lesson.
- Knowledge is made relevant and interesting for students and pitched at their learning level/ stage of development.

3. The teaching methods used enable all students to learn effectively.

- The lesson is linked to previous teaching or learning.
- There are opportunities for active learning and connected learning.
- The ideas and experiences / interests of students are drawn upon.
- A variety of activities and questioning techniques is used using total communication as appropriate to the group.
- Instructions and explanations are clear and specific.
- The teacher involves all students, listens to them and responds appropriately.
- Appropriate methods of differentiation are considered and used.

4. Students are well managed and high standards of behaviour are insisted upon (with learning profile and needs considered per individual student).

- Students are praised regularly for their good effort and achievement and progress/ success is celebrated
- Prompt action is taken to address concerning behaviour through classroom management and when required using the support pathways teams.
- All students are treated fairly, with an equal emphasis on the work of all ability groups.

5. Student's work is assessed thoroughly.

- Student understanding is assessed throughout the lesson using teacher's questions or reflections and interactions that show team are monitoring and supporting engagement in learning
- Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning. Problem solving is encouraged and part of the lesson.
- Student's written work is assessed regularly and accurately, if appropriate, to student stage of learning and development.
- Assessment arrangements are in place for summative/ formative assessment including knowledge of appropriate assessment frameworks (CCEA).

6. Students achieve productive outcomes.

- Students are supported to engage in the lesson and make progress in the lesson- teacher is aware of ASC engagement scale.
- Students understand what work is expected of them during the lesson.
- The student outcomes of the lesson are consistent with the objectives set at the beginning.
- The teacher and students work at a good but relevant pace to learning needs.

7. The teacher makes effective use of time and resources.

- Time is well utilised, and the learning is maintained for the full time available depending on learners profile of need.
- A good pace is maintained throughout the lesson from start to main to plenary.
- Good use is made of any support available e.g. classroom assistants/ SALT/ peer to peer learning groups
- Appropriate learning resources are used, e.g. ICT.

Planning: Key Considerations

How effective is planning to support and promote successful learning?

Teaching and Learning: How effective is teaching in promoting successful learning?

Assessment: How effective is assessment in promoting successful learning?

PERFORMANCE REVIEW AND STAFF DEVELOPMENT

Timeline

Sept - Jan

- Curriculum Vice Principal share PRSD policy and outline of timeline for process ahead
- Union guidance on PRSD shared with all staff
- Key Stage Leader (KSL) reminder to staff to read policy and booklet for PRSD and staff to outline if not yet on UPS3 for arranging PRSD

February to April

- KSL share timetable with teachers of proposed dates for pre- observation meeting

April to May

- Lesson observations commence with KSL and paperwork submitted to Principal by

Early Career Teachers

Induction and Early Professional Development (EPD)

Gwen Kennedy manages ECT Induction and EPD usually takes 3 years to complete, however the process may take longer depending on your employment circumstances. You will be supported through this process by the Induction and EPD team at the Education Authority. You will also receive advice, guidance and support from Mrs Gwen Kennedy (ASC Teacher Tutor) and other colleagues.

What you need to do

1. Register with the Education Authority Northern Ireland. To do this first follow the link to either Induction or Early Professional Development
2. Register with the General Teaching Council for Northern Ireland (GTCNI)
3. Register with the Northern Ireland Substitute Teacher Register (NISTR)

If you wish to talk to someone with regard to any aspect of Induction, Early Professional Development (EPD) <https://www.eani.org.uk/services/early-career-teachers-induction-and-early-professional-development/contact-details> please contact Gwen Kennedy or EA directly.

Tel: +44 (0)28 3831 0920

Email: iepd@eani.org.uk

PERFORMANCE REVIEW AND STAFF DEVELOPMENT

Target three is personal to the teacher and they will agree this at the planning meeting with their coach.

1. Pre-Observation Discussion - Planning Meeting Date: _____

Three objectives: SAMPLE

(VPs/ Principals set specific targets for their PRSD)

1. Professional Practice (Improve Performance) target:

- Teaching staff will plan and review two assessment tasks from the maths for life in Jan and May 2025.

OR

- Accreditation team will plan for improved lesson structure focusing on active learning opportunities with intention, activity then outcome.

2. Student and Curriculum development (Improve the quality of planning, assessment, teaching and learning) target:

All teaching staff will move from the paper version of AR to access the EA

Connect portal for Annual Review for 2024-2025.

3. Personal and Professional Development target: (Teacher)

(This personal target can include new training or an area of learning you are championing within the curriculum).

Each objective should be followed by performance criteria which should exemplify what success will look like.

Planned classroom observation agreed for (date): _____

- The observer will focus on the needs of all learners being met and will provide a copy of the completed observation pro forma to the teacher.
- The teacher and reviewer will meet and discuss the lesson
- The teacher will provide a word-processed copy of the lesson plan

Evidence:

1. Lesson observation and discussion following the lesson.
2. Confirmation that the objectives above have been completed supported with evidence- this may be a video on one drive/ sample photos of practices in place.

Training and Development Needs

Actions:

Reviewer Signature: _____ Reviewer Name:

Reviewee Signature: _____ Reviewee Name: Date: _____

Learning and Teaching Lesson Plan for PRSD

Date: _____ Time: _____ Class: _____ Area of Learning: _____ Teacher: _____			
Context:			
How will Teachers, Teaching Assistants and other adults work together to maximise progress?			
Learning Intentions:			
Learning Activities (Outline of lesson from start-main-plenary): Starter: Main: Plenary:			
Assessment for learning Opportunities/ Thinking Skills and Personal Capabilities.	Differentiation (insert initials of learners)		
	Achieve	Succeed	Conquer
	Advocate	Support	Champion

Lesson Planning continued....

Planned key words/makaton signs and/or symbols:
Formative Assessment: Questioning/Teacher observations – what are you looking for?
SEN profile of learners within the form class (Summary of learner profile):
Teacher Self- evaluation post observation:

Celebration of Learning and Teaching - Observation

Date: _____ Time: _____ Class: _____ Area of Learning: _____ Teacher: _____
Context with Learning Intentions and Success Criteria:
Strengths of Learning:
Strengths of Teaching:
Areas for Further Development:
Agreed Overall Evaluation:

Reviewer signature: _____

Reviewer Name:

Reviewee signature: _____

Reviewee Name:

Date: _____

Post Observation Reflection/Review Meeting

Agreed summary of discussion and conclusions:

Review of the extent to which the objectives have been achieved:

1.

2.

3.

Provisional objectives for following year:

1.

2.

3.

Reviewer signature: _____

Reviewer Name: _____

Reviewee signature: _____

Reviewee Name: _____

Date: _____