



Regional School Improvement Consortia

Consortia Gwella Ysgolion Rhanbarthol

Induction Handbook: NQTs, IMs and EVs



Contents:

1. Guidance Documents
2. Where can Induction take place?
3. Overview of roles and responsibilities
4. The process of induction: Road maps
5. So what do I have to do?
6. EWC
7. Timeline
8. Professional Learning Experiences (PLEs)
9. Coaching and Mentoring
10. Targets and reports
11. FAQs
12. Cause for concern
13. Professional Learning
14. Contact details
15. Consortium specific information/details



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Guidance Documents





Induction for newly qualified teachers in Wales

(revised July 2017)



Guidance

Welsh Government circular no: 012/2017

Date of issue: July 2017

Replaces circular no: 002/2016

*See Annex A guidance –
Induction for newly qualified
teachers in Wales*

[file:///C:/Users/833591/Downloads/Induction%20Guidance-English%20\(6\).pdf](file:///C:/Users/833591/Downloads/Induction%20Guidance-English%20(6).pdf)

*Also see guidance for
placement NQTs:*

<https://hwb.gov.wales/professional-development/induction/induction-placement-1-september-2021-to-31-december-2021/induction-placement-for-newly-qualified-teachers-guidance/>

Video from The Minister For Education



Llywodraeth Cymru
Welsh Government

Qualified Teacher Status (English):

https://youtu.be/K2Wb0_NJj_4



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Where can induction take place?



Where Induction can take place:	Induction cannot take place in:
<ul style="list-style-type: none"> Maintained schools in Wales 	<ul style="list-style-type: none"> Pupil referral units
<ul style="list-style-type: none"> Non maintained special schools in Wales 	<ul style="list-style-type: none"> Community or foundation special schools established in a hospital
<ul style="list-style-type: none"> Independent schools in Wales where <ul style="list-style-type: none"> -The curriculum for any primary learner meets NC requirements -The curriculum for learners at KS3 or 4 includes all core and foundation subjects -An agreement has been reached prior to the start of the induction period between the school and the LA that they will act as the AB 	<ul style="list-style-type: none"> Independent schools that do not meet the criteria described in the Regulations
<ul style="list-style-type: none"> FE institutions where the institution is able to provide an NQT with an appropriate post to enable them to undertake their induction 	<ul style="list-style-type: none"> Independent nursery schools (unless they are independent schools that meet the Criteria specified in the Regulations) and other early years settings (unless they are maintained nursery schools)
	<ul style="list-style-type: none"> Schools requiring special measures, as judged by <u>Estyn</u>. (See further details in guidance.)



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Overview of Roles and Responsibilities



NQT

- Register with EWC and inform HT/Supply agency you are an NQT
- Take responsibility for your own professional learning, liaise with IM/EV for support
- Keep PLP up to date with professional learning experiences -mapped against ALL professional standards - regular REFLECTION
- Ensure all sessions are logged
- Inform EWC if you move schools

HT & School

- Ensure the NQT has day to day support
- Ensure that the NQT gets 10% non contact time for professional learning, as well as 10% PPA provision
- Sign notification form to confirm that the NQT received entitlement to induction activities
- Inform EWC if a supply NQT secures long term work in a school and allocate an IM

IM

- Provide day to day support
- Conduct regular coaching style conversations to reflect on professional practice
- Record meetings and support provided on the PLP profile using the feedback button
- Approve PLEs or recommend modifications using the feedback button
- Conduct lesson observations
- Complete all the PLP profile sections (set targets, complete reviews and final recommendations in discussion with EV)

EV

- Verify the induction arrangements on behalf of the AB (Appropriate Body)
- Conduct lesson observation(s)
- Support and liaise with IM (and provide additional support for NQTs on short term supply)
- Complete all the PLP profile sections (reviews and final recommendation in discussion with the IM)

AB/Regional
Consortia

- Ensure that induction meets the statutory requirements
- Assess evidence to make final decision on induction outcome
- Conduct robust moderation
- Arbitration in cases of concern

Supply
Agency

- Support NQTs - safeguarding and pre employment checks
- Provide support and guidance on professional learning opportunities
- Recommend NQTs continually update their Induction profile

EWC

- Provide access to PLP
- Provide technical support (Annex A - Induction for NQTs in Wales)
- Provide certificates of Induction

WG

- Set regulations
- Set policy
- Set national priorities for professional learning

NQT entitlements

- 10% non - contact time in addition to 10% PPA
- Access to an Induction Mentor (IM)*
- Allocated an External Verifier (EV)*
- Access to a range of professional learning opportunities
- Appropriate day to day support

**For short term supply the EV will undertake the role of both IM and EV*



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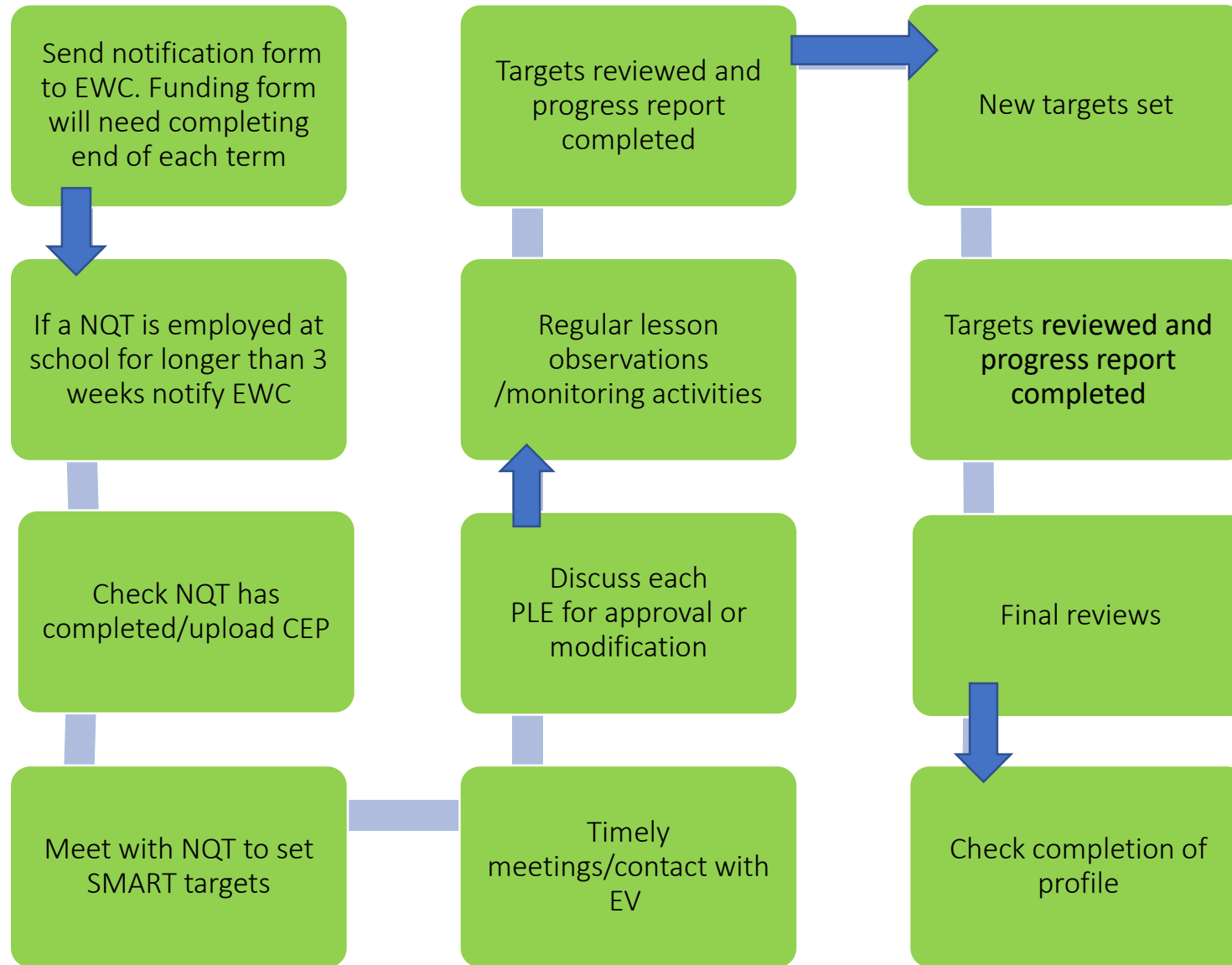
The Process of Induction: Road Maps



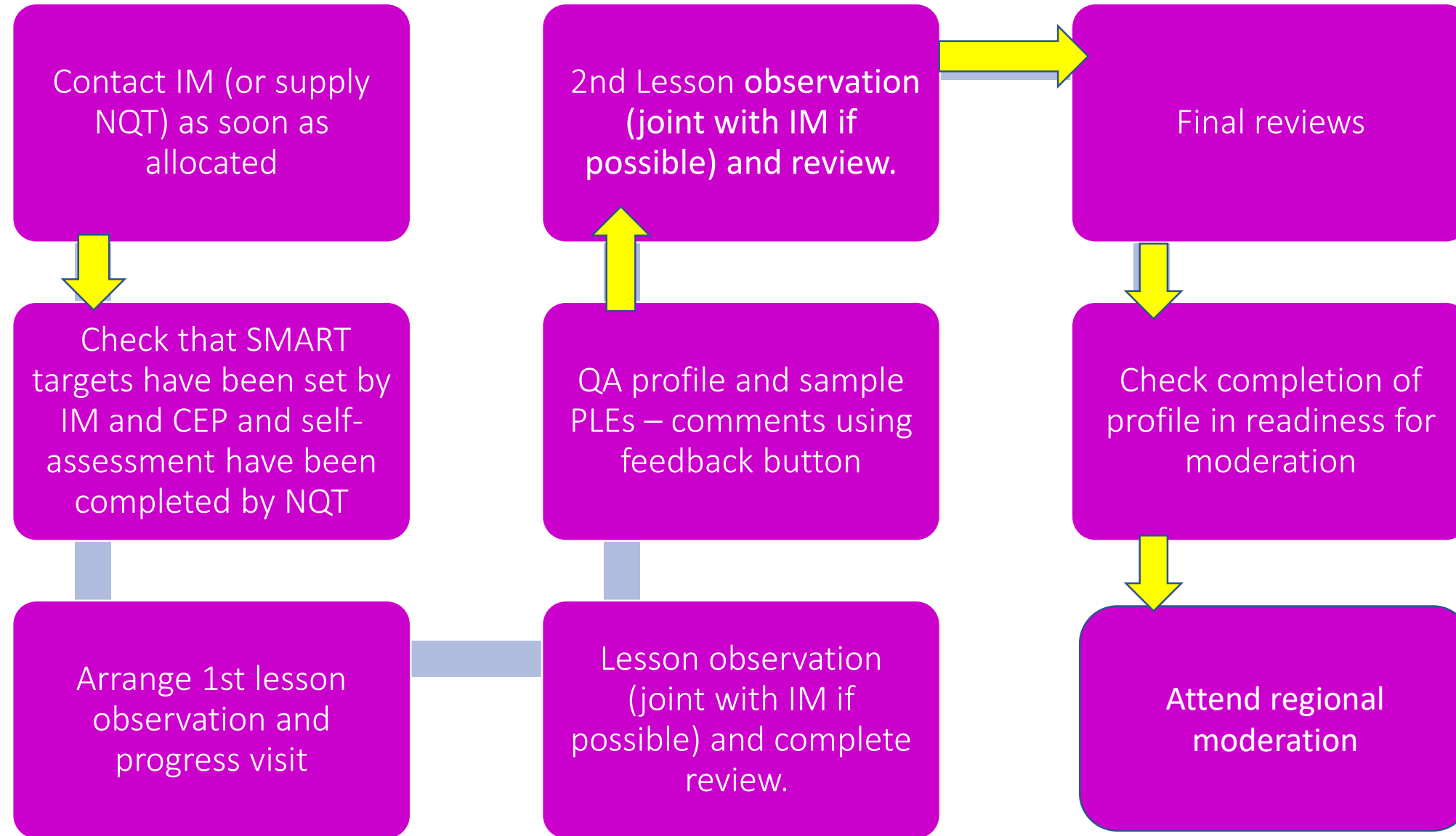
NQT Road Map



IM (and EVs working with supply NQTs) Road Map



EV Road Map





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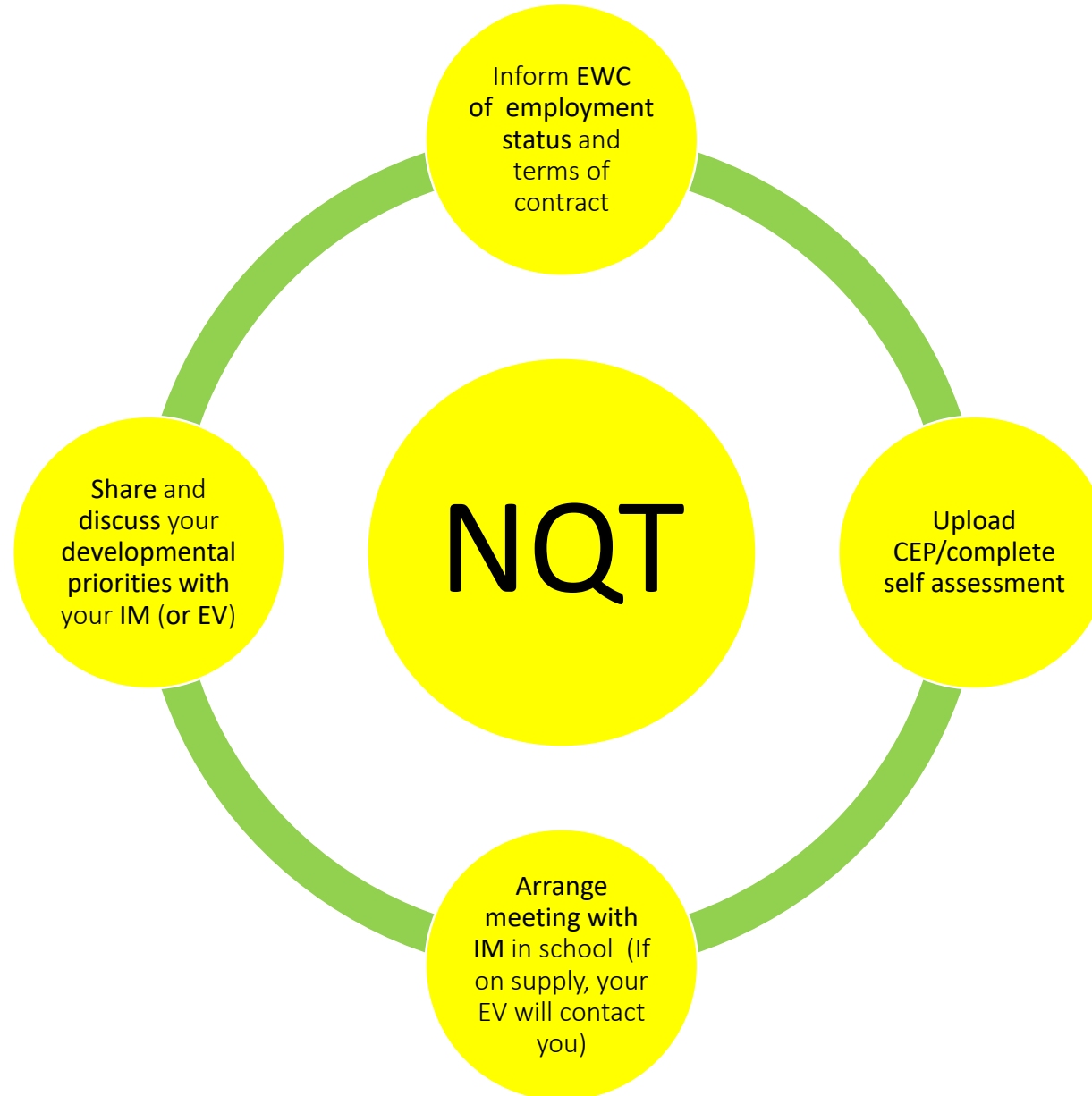
So What Do I Have to Do?



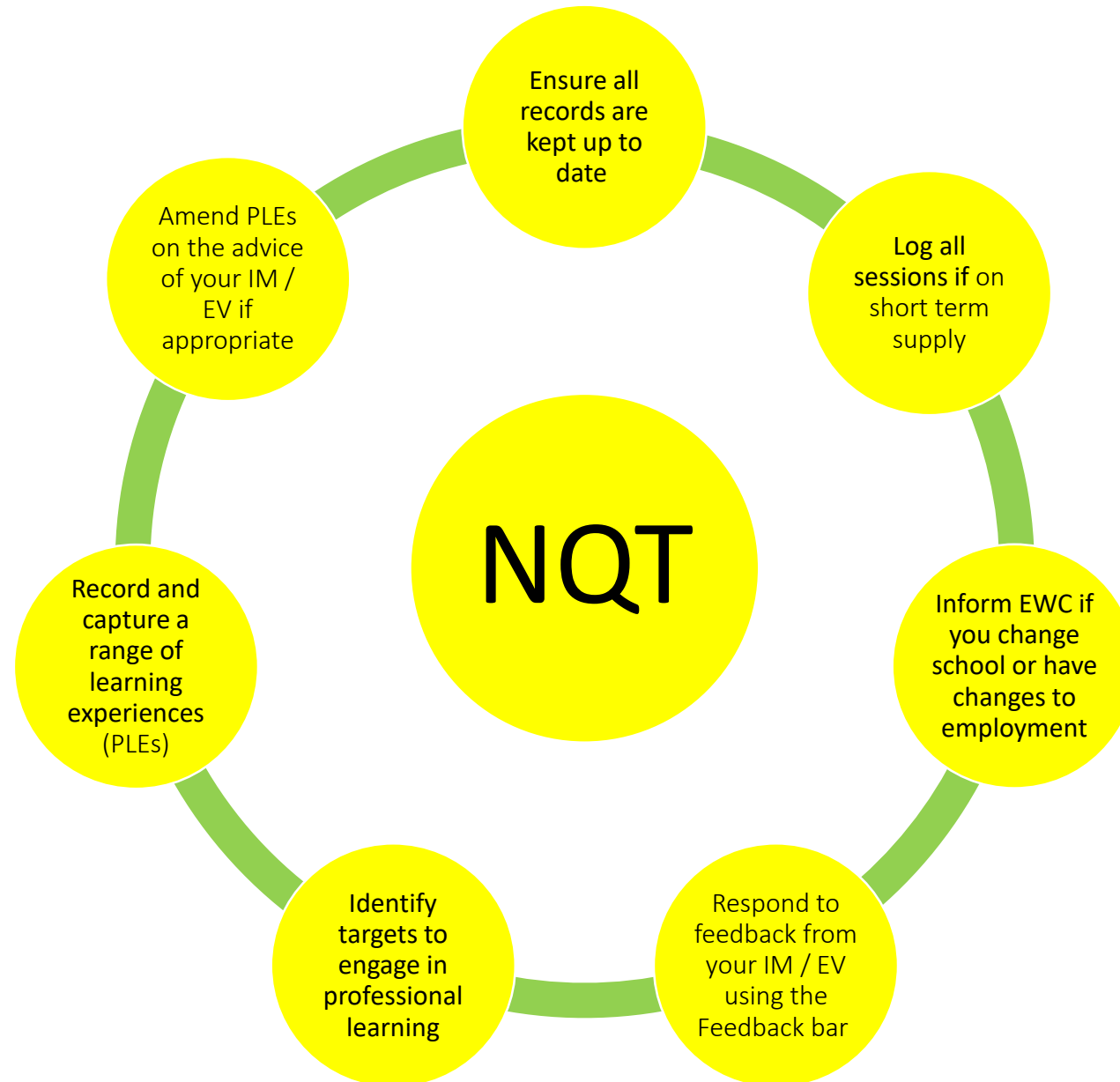
Prior to first teaching post, the NQT must:



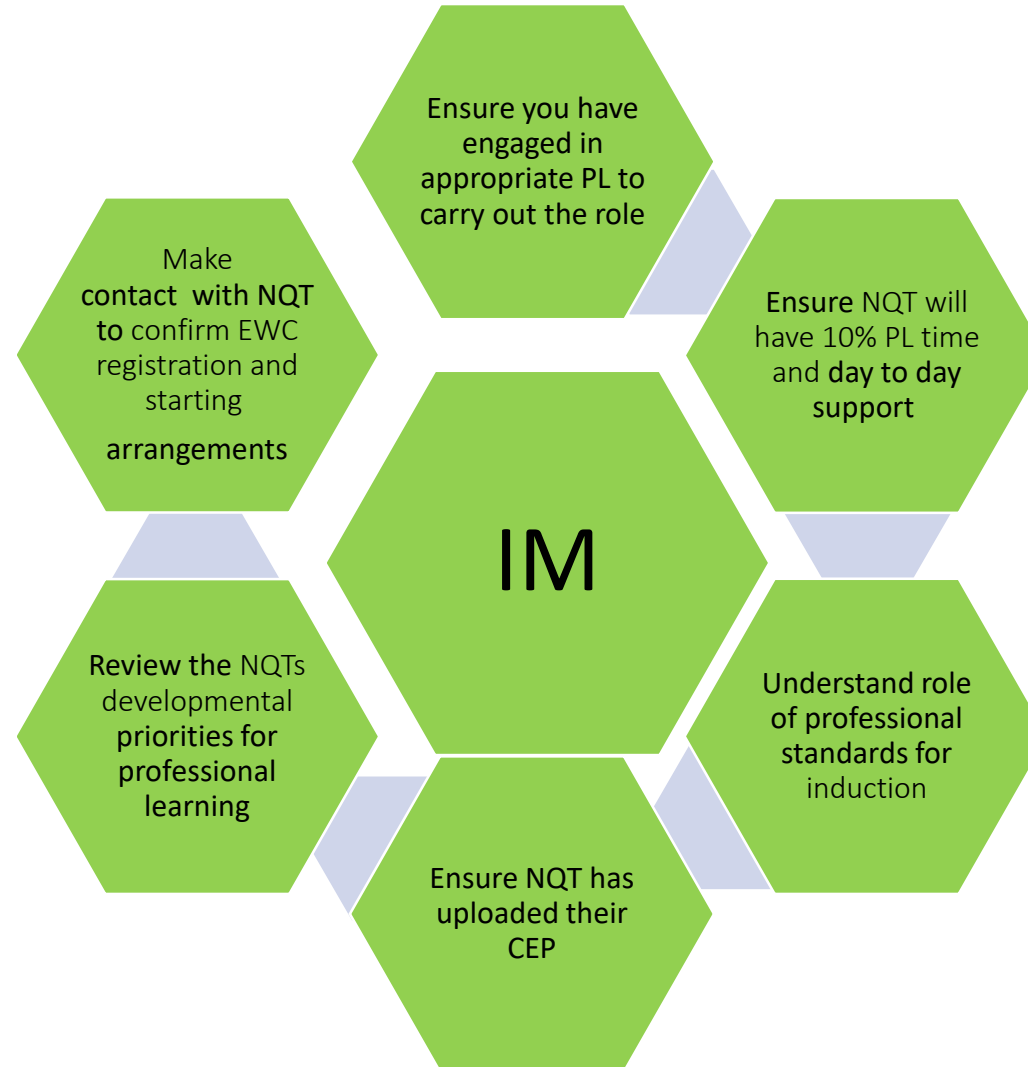
Upon starting first teaching role, the NQT must:



Throughout induction period, the NQT must:

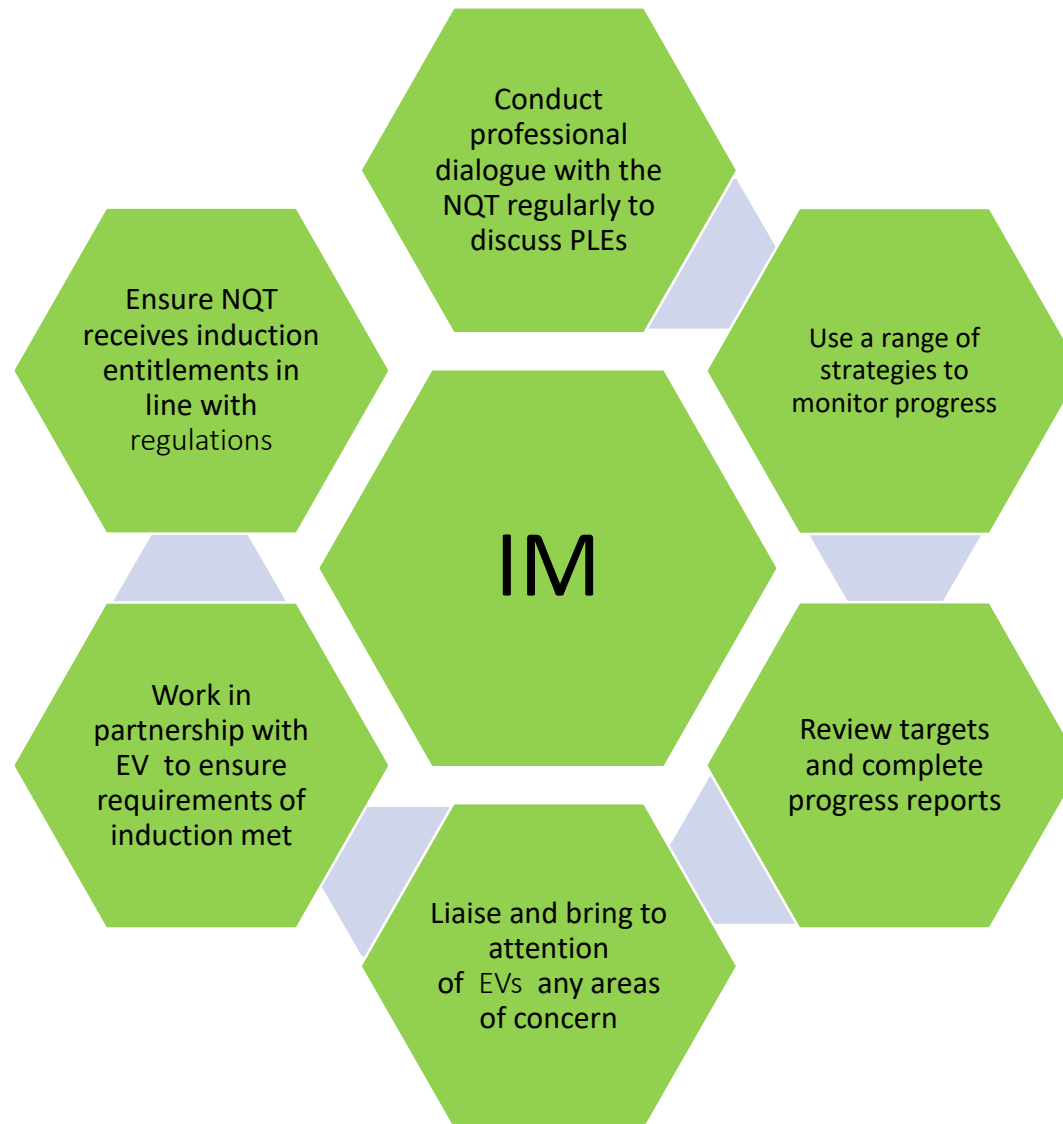


Prior to the NQT starting induction, the IM (or EV) must:



NB: Once the NQT has registered and set up PLP, the EWC will contact the IM to be given access to the NQT's profile

Throughout the induction period, the IM must:



Prior to taking the role, the EV must:

Ensure they
have engaged
with appropriate
professional learning
annually to carry out
the role effectively

Ensure they
understand the role
of the professional
standards for the
purpose of
NQT induction

Throughout the induction period, the EV must:





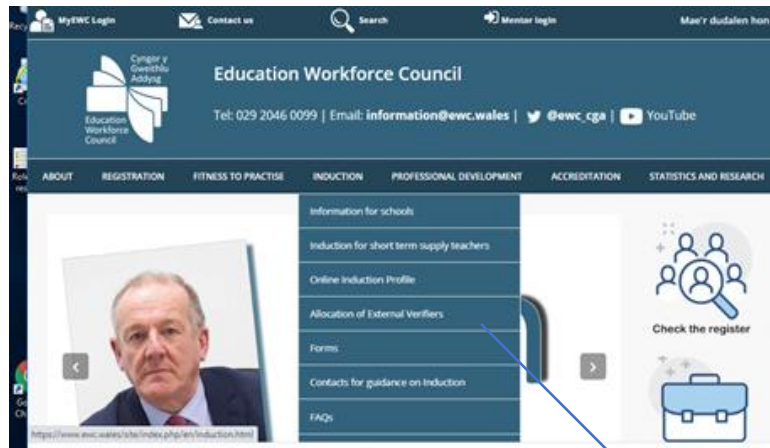
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EWC

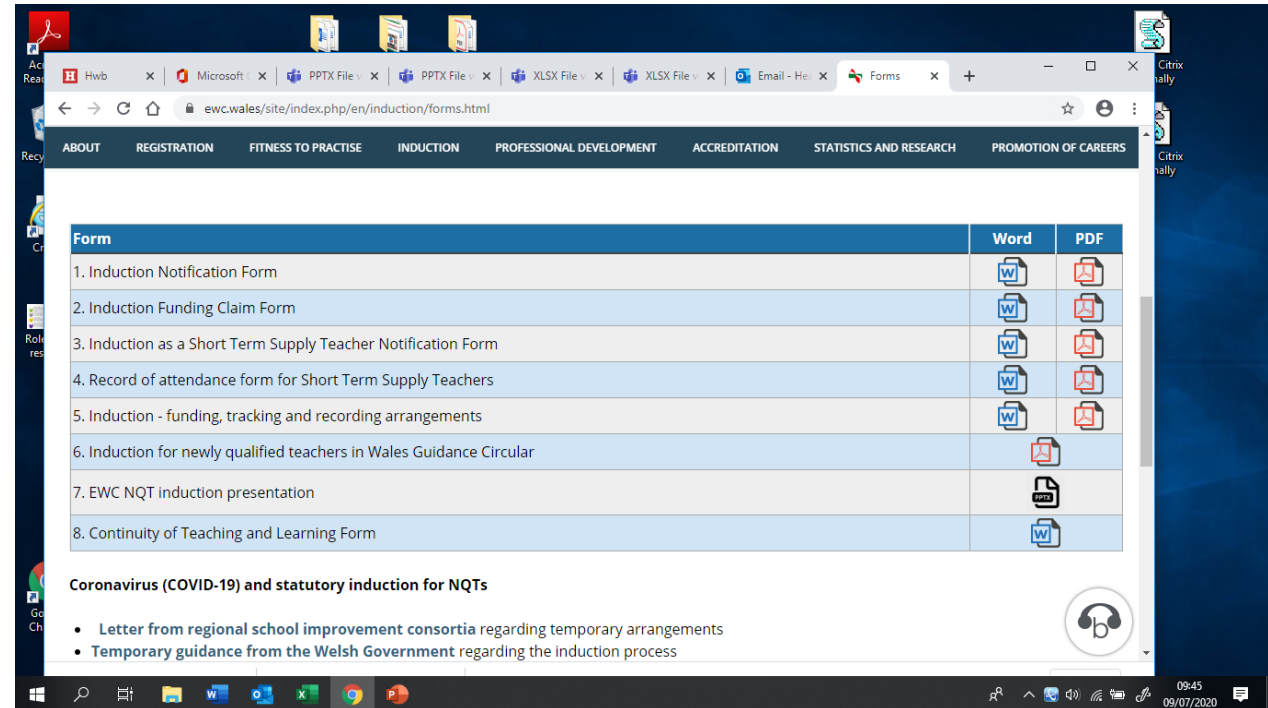


Click on the link below to register as a teacher with EWC and set up and manage your induction profile



FORMS

<https://www.ewc.wales/site/index.php/en/induction/forms.html>



The NQT PLP:

- Step 1 – Career Entry Profile (CEP), Self-assessment, Welsh Framework
- Step 2 – Development priorities and reviews
- Professional Standards – PLEs
- Final Review and recommendations
- Record of attendance (Short term supply only)
- Record of Professional Learning

Feedback bar – record meetings, communication between NQT, IM, EV and upload lesson observation feedback documents

You can access help guides on the EWC website:

<https://v3.pebblepad.co.uk/spa/#/public/kwhG4Zmrc8y6rxMsd9p78gmW8y?historyId=jtlvCa3jjx&pageId=kwhG4Zmrc8y6rswfrkWgd3hwrW>

New for 2021-22: Welsh Framework on the PLP

Save

Preview

Contents

Intro and Guidance



Part 1: Course details

Part 2: Welsh competence

Part 3: Reflection

Part 4: Sign off

Bridging Guidance




Llywodraeth Cymru
Welsh Government

Competence in Welsh (if applicable)

Please provide a brief assessment covering both written and verbal skills, including experience of first and second language teaching.

Welsh Language Skills Framework

Use the tool below to upload the Welsh Language Skills Framework document

 This has not been evidenced



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Timelines



NQT Schedule / Journey



(For the majority - session 1 – 70)	(For the majority - Session 71 -110)	(For the majority - Session 110 - 380)	(up to 380 to complete the profile)
<p>-It is imperative that NQT's are registered with the EWC.</p> <p>-Log in and familiarise with Pebble Pad.</p> <p>-Complete Step 1- Upload CEP and complete Induction Self-Assessment.</p> <p>-An Induction Mentor (IM) will discuss Professional Standards for Teaching and Leadership with NQT</p> <p>-Development priorities will be set (Step 2).</p> <p>-Timetable for monitoring, observation and review to be discussed.</p> <p>-EV to be allocated.</p> <p>-NQT to begin to reflect on the Standards through PLE's.</p>	<p>-Dialogue with IM. NQT to reflect on the Standards through PLE's.</p> <p>-A Cause for Concern will be raised if there is no evidence of PLE's being recorded or concerns over progress.</p> <p>-EV Introductory Visit</p> <p>-Timetable of EV observations and QA Reviews for the academic year to be arranged.</p> <p>-Meet with IM for First Progress Review (step 2). IM will set new Development Priorities.</p> <p>-NQT to complete response to progress reports (Step 2)</p> <p>-EV First review (step 2)</p>	<p>-Continued dialogue with IM and reflection against the Professional Standards for Teaching and Leadership. Record as PLE's.</p> <p>-Work towards Development Priorities.</p> <p>-IM monitoring and observation as agreed / EV lesson observation/QA Review as agreed</p> <p>-A Cause for Concern will be raised if there are insufficient evidence of PLE's or concerns over progress.</p> <p>-Meet with IM for Second Progress Review. NQT to complete response to progress reports (Step 2)</p> <p>-Continued dialogue with IM and reflection against the Professional Standards. Record as PLE's.</p> <p>-EV Second Review (step 2)</p> <p>-Continued dialogue with IM and reflection against the Professional Standards for Teaching and Leadership. Record as PLE's.</p> <p>-Work towards Development Priorities.</p>	<p>-NQT meets with IM for final review.</p> <p>-NQT submits profile</p> <p>-IM and EV complete Final Review and Recommendation.</p>

Induction Mentor / External Verifier Lesson Observation					
NQT Name		TRN		Subject	
EV Name		Date of Obs		Number in Class	
IM Name <small>(if present)</small>		Length of Obs		Year Group	
	Comments				
Planning					
Key Teaching Strengths					
Impact on learners and learning					
Agreed targets for further development					



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Professional Learning Experiences



NQTs and the Professional Standards for Teaching and Leadership

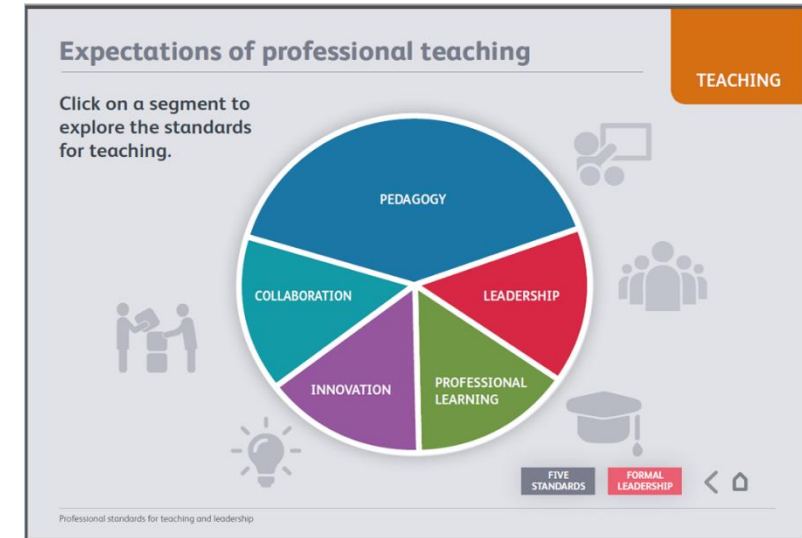
- NQTs are required to demonstrate sufficient progress against all induction descriptors.

- Explore the standards and descriptors at:

<https://hwb.gov.wales/professional-development/professional-standards>

- 5 standards

- 32 Induction descriptors



- Each NQT will document PLEs on their Induction Profile (between **12-20** in total)
- Each PLE will be mapped to 3-5 standard descriptors
- Regular **professional conversations** should occur between the NQT and the IM / EV to identify experiences to reflect upon and document, to evidence the PSTL descriptors

Guide to logging experiences

Expected in every experience	Expected across the range of experiences
What has been done and why?	Include positive and negative experiences - both are equally valuable to professional growth. We learn from our mistakes.
What have you learnt? - Comment on impact - on professionals, learners or both	Learner progress - what progress have they demonstrated?
Linking to Professional Standards - Ensure the standards are relevant to the experience	Meaningful asset attached - demonstrate an element of the experience
What next? - Be reflective - Good practice reference can be found here - Reflective practice gov.wales/learning	Whole school/ community link - how has the experience had a wider impact?
	Provide an area for development - be specific and review any action taken
	Include research - can include observations, conversations and links to external documents
	Next step for the learners -how will they progress further?

Ideas for PLEs

- successful examples of teaching
- a well organised educational visit
- a display or activity that stimulates further learning
- useful contribution to a staff meeting
- involvement in an extended curriculum development group
- sensitively handling a delicate matter with a parent/carer
- developing a 'new' facet of teaching / scheme of learning
- suggesting a change to systems
- links with the community
- engaging with research
- application and impact of professional learning
- Parents evening meeting

These are only a few ideas – there are lots more experiences that the NQT will have that could make reflective PLEs....

Hints and tips for writing PLEs



Ensure the PLE has a numbered title

What was done and why can be brief

What was learned needs to be reflective and focus on impact

What next should be specific

Only map 3-5 standard descriptors to each PLE

IMPACT AND REFLECTION ARE KEY!

Sliding scale when mapping standard descriptors with PLEs

Self-assessment tool for NQTs

Each slider for each descriptor should be discussed between the NQT and IM

As an EV, monitor the sliders



Approving PLEs

All PLEs have to be approved by IMs

See help guide on EWC website:

<https://v3.pebblepad.co.uk/spa/#/public/kwhG4Zmrc8y6rxMsd9p78gmW8y?historyId=hZZV0M7gtx&pageId=kwhG4Zmrc8y6fgpznrMw49d8bh>

Look at some PLE examples

<https://hwb.gov.wales/go/kaza9r>



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Coaching and Mentoring

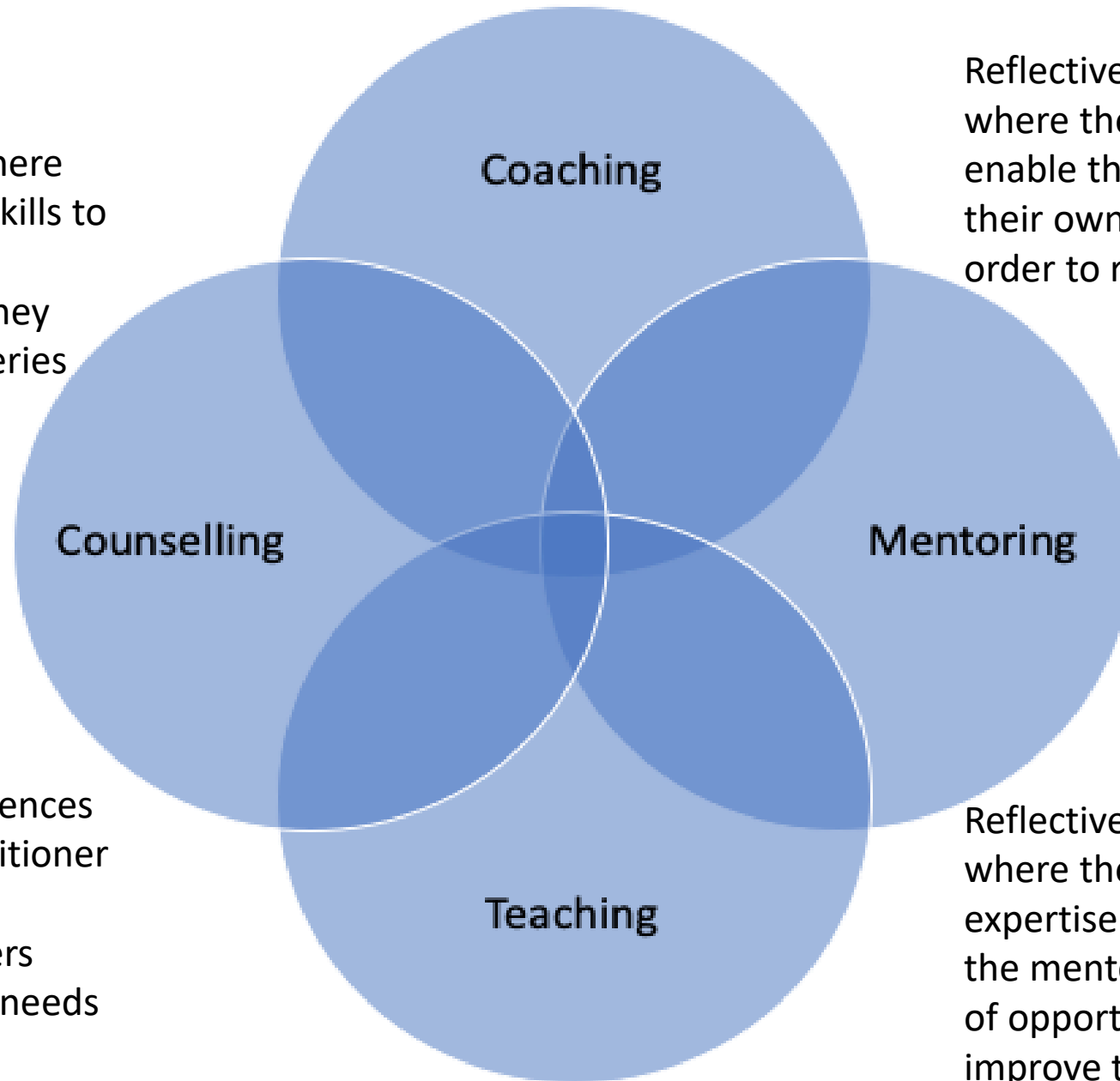


Consider these professional activities. How are they similar and how are they different?



Professional conversation where the counsellor uses trained skills to enable someone to identify personal, emotional issues they want to address through a series of agreed actions

A range of sequenced experiences planned by the trained practitioner to facilitate the learning and progress of a group of learners according to their individual needs

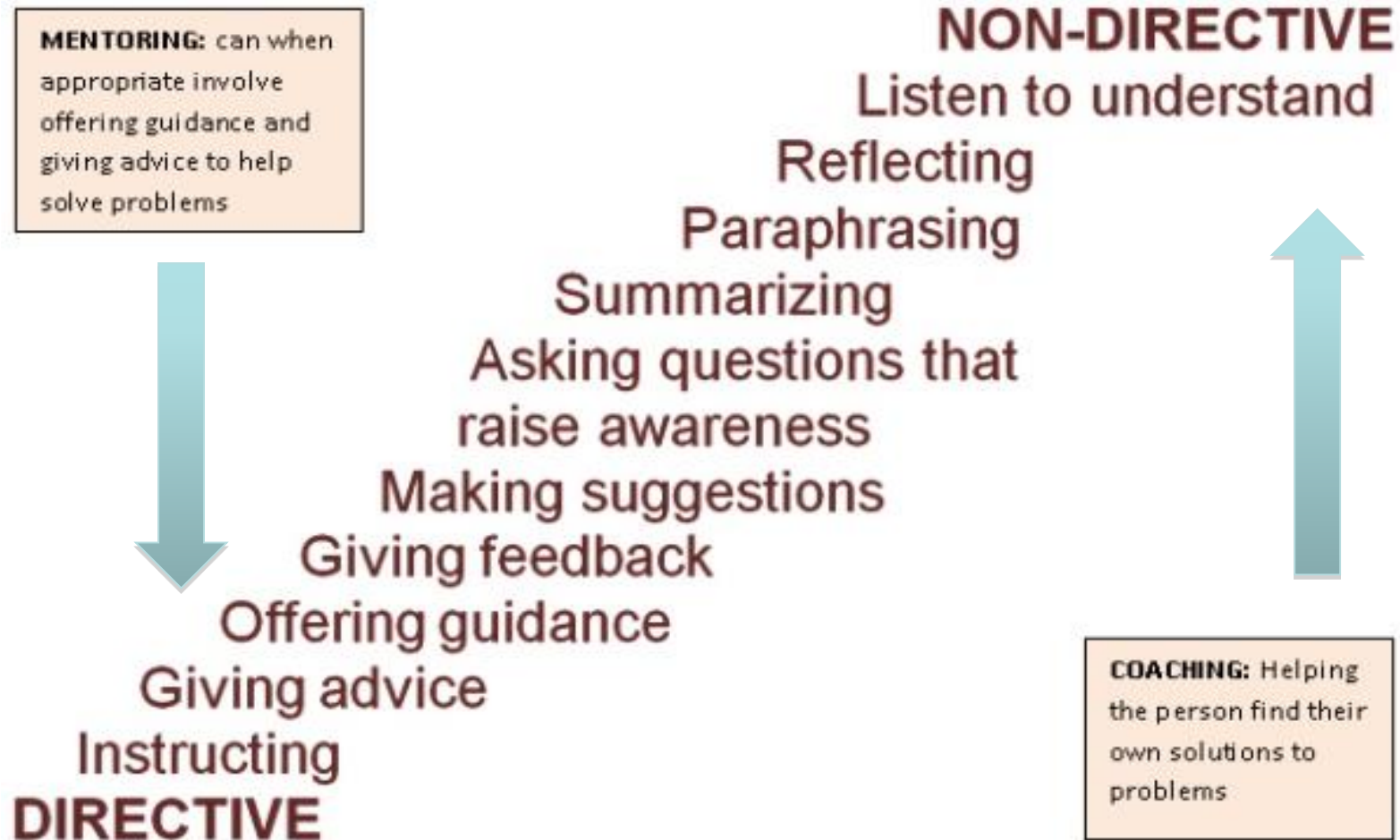


Reflective professional dialogue where the coach uses their skills to enable the coachee to identify their own goals and action steps in order to refine their own practice

Reflective professional activities where the mentor uses their expertise and experience to guide the mentee and create a range of opportunities for them to improve their practice

Mentoring and Coaching Interactive Continuum

Continwwm mentora a hyfforddi



Ten Core Principles of Mentoring and Coaching (Welsh Government, 2015) . Effective mentoring and coaching means:

1. A learning conversation structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them
2. A thoughtful relationship developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning
3. A learning agreement establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability
4. Combining support from fellow professional learners and specialists collaborating with colleagues to sustain commitment to learning and relate specialist inputs to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice
5. Growing self direction an evolving process in which the learner takes increasing control over their professional development as skills, knowledge and self awareness increase
6. Setting challenging and personal goals identifying goals rooted in aspirations for pupils that build on what they know and can do already whilst attending to school and individual priorities
7. Understanding why different approaches work developing understanding of the rationale for new approaches so practice and theory can be developed side by side and adapted for different contexts
8. Acknowledging the benefits to the mentors and coaches acknowledging the professional learning that mentors and coaches gain from the opportunity to mentor or coach and using them to model professional learning
9. Experimenting and observing creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out and analyse direct evidence from practice
10. Using resources effectively making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis



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Targets and reports



THE OSCAR COACHING MODEL FOR TARGET SETTING

O UTCOME (Your destination)	<ul style="list-style-type: none"> What is your long-term outcome? What would success look like? What would you like to achieve from today's session? <p>(This is where you clarify the outcomes around any given situation)</p>
S ITUATION (Your starting point)	<ul style="list-style-type: none"> What is the current situation? What's actually happening? <p>(This is where you get clarity around where you are right now).</p>
C HOICES (and Consequences) (Your route options)	<ul style="list-style-type: none"> What choices do you have? What are the consequences of each choice? Which choices have the best consequences? <p>(This is where you increase awareness about choice consequences)</p>
A CTIONS (Your detailed plan)	<ul style="list-style-type: none"> What actions will you take? What will you do next? When will you do it, with whom? On a scale of 1 to 10 how willing are you to take those actions? <p>(This is where you take responsibility for your own action plan)</p>
R EVIEW (Making sure you are on track)	<ul style="list-style-type: none"> What steps will you take to review your progress? When are we going to get together to review the progress? Have the actions been taken? Have the actions moved you towards your outcome? If not, why? <p>(This is where you continually check that you are on course)</p>

Example : IM targets and review at step 2

TARGET - SPECIFIC	ACTIONS – ACHIEVABLE AND REALISTIC	SUPPORTING EVIDENCE - MEASURABLE	DEADLINE - TIMEBOUND
Help develop resources for Science cross-curricular theme (Mission to Mars) and teach to year 7 classes.	<ul style="list-style-type: none"> - work with HOD and dept to discuss - develop materials (card sorts, PowerPoints) - lesson observation by IM 	Write reflection about cross curricular teaching and link assets including materials. Observation record from IM.	Sept - Oct half term to plan. Nov –deliver Dec 11 th – PLE written and submitted to IM for signoff
Improve use of peer and self assessment strategies	<ul style="list-style-type: none"> - peer observation with experienced colleague - research strategies of Dylan Wiliam and Shirley Clarke - teach learners how to self and peer assess effectively 	Research notes from classroom observation and reading. PLE on assessment with learner work used as linked assets	Oct – lesson obs Nov– discussion of learner work with IM Dec – pLE written and submitted to IM for signoff
Increase use of incidental Welsh in teaching resources for Year 7 Biology scheme of work and for greeting and basic classroom management instructions.	<ul style="list-style-type: none"> -use Welsh resource in Year 7 Biology scheme of work – focus on key words, glossary page and some basic instructions - use incidental Welsh in lessons for greetings, boardwork and instructions Continue to develop own Welsh skills using a platform such as Duolingo -lesson observation by IM/EV 	Write a reflection about using Welsh with linked assets showing resources. Observation record from IM/EV	22 nd Oct – resources created Octo - Nov – Welsh used in lessons 1 st Dec – PLE written focusing on your own next steps to improve Welsh

IM First Review:has made good progress in achieving her targets. Furthermore, she has settled well into the school and continues to impress us, as evidenced by her contract being changed to a permanent contract before the end of the first term.

She has developed several useful resources and has used them in teaching this term. She has developed a framework for teaching learner how to self and peer asses that has been shared with the whole dept and has evidenced some excellent implementation of Welsh language development in her lessons. I observed a lesson this term and feel that she is making sound progress. She listens carefully to feedback and implements all advice given. She has written several reflective PLEs which have been approved.

TARGET - SPECIFIC	ACTIONS – ACHIEVABLE AND REALISTIC	SUPPORTING EVIDENCE - MEASURABLE	DEADLINE - TIMEBOUND
Incorporate more effective starter strategies into literacy lessons	<ul style="list-style-type: none"> -Research starters in relation to engaging a class -Plan these strategies into literacy lessons -Lesson observation by IM 	<ul style="list-style-type: none"> -Lesson observation -PLE on findings and putting ideas into practice 	Research and planning – by 20 th Oct Deliver literacy lessons – by 19 th Nov and submit PLE for signoff by 6 th Dec
Improve the outcomes from learners when engaged in groupwork	<ul style="list-style-type: none"> -Take responsibility for developing own understanding of the role of groupwork in learning Observe others using groupwork for learning -Create strategies for establishing groups using a tool such as Belkin analysis for each class - capture examples of different group scenarios in your lessons 	<ul style="list-style-type: none"> --Observing others using groupwork PLE – show what you learned that will impact on your own practice - planning and resources created including linked assets to PLE 	Observe year group partner – 11 th Oct Complete research by mid November Experiment with groupings Oct – Nov PLE written by end Nov for signoff
Focus on how seating arrangements can impact all learners in Numeracy time	<ul style="list-style-type: none"> -Consider a variety of methods of seating pupils (gender, ability, friendship etc) -Consider different ways to organise the learning environment -Work with colleagues/collaborate e.g. previous class teacher and LSA to reflect on success 	<ul style="list-style-type: none"> -Annotated seating/classroom plans (can be used as linked assets) -notes from reflective conversations - PLE – impact of actions 	Final seating plan by mid Oct PLE written by 7 th Nov with linked assets submitted for IM signoff

IM Review: Target 1 - lesson observation and monitoring activities show that has incorporated different strategies to start lessons and engage learners. A recent book audit shows how pupils have begun to make links between the starters and the learning itself anduses this effectively through feedback to learners to build on success and highlight areas for development. Her PLE is reflective and has appropriate linked assets

Target 2 – There is a real sense that ... has taken the initiative to research the thinking behind groupwork and is applying effective strategies in using groupwork as a genuine strategy for independent learning. Her lesson observation reflected increasing levels of learner autonomy and confidence

Target 3 - has captured a range of different possibilities in managing the learning environment through arranging the classroom and pupil placement and has clearly drawn from her learning of looking at the approaches of her colleagues

Example : EV progress reports

..... is making good progress; she is confident and enthusiastic about teaching her complex group of learners. is eager to take advice and further develop her teaching skills. Her induction mentor and other senior leaders within the school speak highly of her work ethic, praising the commitment and the contribution that she makes on a daily basis to the life of the school.

Although there are areas for further development in the attached lesson observation feedback form must not view this as criticism but as support. Teaching pupils with additional learning needs is difficult for even the most experienced teachers. is at the beginning of her teaching journey and with the right attitude / commitment and enthusiasm she has the potential to become an excellent practitioner.

..... (IM) facilitates excellent mentoring support for and this has been clearly logged on the PLP where lesson observation and listening to learners exercise was clearly recorded.(IM) meets regularly with(NQT) to discuss her learning experiences which have included reflections relating to the measuring of pupil attainment and progress, differentiation for a learner with profound ALN and a more detailed and reflective experience linked to the class topic on rainforests which allowed pupils to lead their own learning. (IM) has also facilitated opportunities for to observe colleagues in both KS1 and KS2. (NQT) has attended a wealth of INSET sessions, including DCF/spreadsheets and preparation for the new curriculum.

It is evident that (NQT) has completed a broad and appropriate range of PLEs to demonstrate her progress against all descriptors of the standards and is valued by the school community. She has met her targets fully and I am confident in recommending to the Appropriate Body that should pass induction with flying colours!

Example of Final Rec Comments: IM

This last term in school has been like no other in recent memory, and yet ... has taken it on with professionalism and enthusiasm. With the responsibility of running a year group (due to his year group partner being shielded for six weeks) to running online lessons, ensuring the well-being of pupils via emails and video messages on Seesaw and taking shifts in the key worker Hub, ... has proved himself to be not only a competent and caring practitioner but also a pure team player.

There have been various messages sent to the school during this lockdown from parents praising the way he has been communicating with his class. He has also been willing to help out further with the key worker children, by taking on extra shifts to aid the smooth running of the Hub. His online lessons have developed from a starting point, where we were assuming this was a holding period and that pupils would be back within four weeks, to devising complete online learning in which new skills are taught through blended learning techniques. ... has been particularly conscious of childrens' well-being during this time and has been making SLT aware of pupils he is concerned about or has not heard from on a weekly basis.

As well as enduring all of this, ... has also produced his first set of school reports which are extremely thorough and prove how well he knows his class. We are delighted that we have secured him for next year, when we are confident to place him in Year 6 and where he will learn a huge amount about end of key stage requirements and transition, which will be extremely beneficial to his professional development.

You have made my job as an Induction Mentor an easy and enjoyable one, and it has been a joy to see you grow and relax into the job. You have quickly become part of the school and a valued member of the team. **Congratulations on a superb NQT year!**

Example of Final Rec Comments: EV

... has provided effective evidence that she has a developing knowledge of the four purposes and is using these as a vehicle for teaching and learning and AFL. She has been an active in planning learner groups and has benefitted greatly from planning collaboratively.

His assessments and target setting have been shared with parents to support home/school working relationships.

...demonstrates high expectations through the use of differentiation in her lesson plans. This practice is embedded in the classroom. She supports the children using scaffolds, visual or physical stimuli successfully.

... clearly provides feedback both verbally and in written form in line with the school assessment policy. Next steps are highlighted for the learner to take on board in the follow up activities or to edit their work during the session

She has taken advice from others and conducted her own research to ensure that her practice continues to improve. This has impacted positively on her classroom practice.

It is clear that ... has embraced a range of theories and findings learned during the ASPIRE sessions, which have been put into practice, especially in differentiation and behaviour

She has actively sought advice and constructive feedback from her colleagues, especially her Induction Mentor and has taken this on board to improve her classroom practice

Example of Self Reflection Comments: NQT

- *“There have been challenging times, many positive times, and situations that nobody was expecting, but this has all contributed greatly to my professional development. In September, I did feel rather overwhelmed and under-confident in some situations, but now I feel very confident and comfortable as a teacher. I have taken up many opportunities to develop my professional standards such as leading trips, joining a pedagogy team and attending regular meetings, supporting the Eco-lead with Eco club and assemblies, and training to lead a Family Activity Zone”.*
- *“I have responded actively to advice, such as after my first observation I created visible success criteria that we use every lesson, independent challenge cards with 3 different levels, and encouraged more peer assessment. I attended the NQT Aspire courses which were extremely valuable and fantastic for discussion and gaining advice. I not only shared my own ideas but took away a lot of new ideas and resources that I then shared with my colleagues”.*
- *“I have recognised some potential additional learning needs for some children in my class, and have had the confidence to address these with parents and our ALNCO. I have arranged meetings with said parents and our ALNCO, and have ensured that I have done everything possible to support these children and their families. Also, I have really focused in the last few months on challenging my MAT children, and also using them to help their peers”.*
- *“I am very proud of the difference I have made to my students, and hope this will continue throughout their education. I am excited to see what will happen in the next stage of my career, and will make a consistent effort to keep on with my continuous professional development”.*

Example of NQT's Final Comments

Pedagogy	<i>"Given the fact that the Curriculum for Wales is going to develop even more over the next few years I need to make myself more familiar with the 4 purposes as this will be the core of this new curriculum. This can be by integrating the four purposes into my lessons, to see how it could be used. Also, when considering assessment, I need to ensure that I provide sufficient time for the completion of GEP sessions, to ensure that pupils are aware of how to improve, and then use this information to help them in the lessons to follow".</i>
Leadership	<i>"When considering supporting formal leadership roles, I need to develop more as a form tutor to ensure that I support the wellbeing of pupils within the school. I will make sure that I monitor pupils' attitude towards e.g. Picture Wellbeing activities, which focus on pupils' mental wellbeing, and I will offer to have discussions with pupils if necessary. I will also seek to develop my role within the humanities field by assisting the department with its plans for the Curriculum for Wales".</i>

Example of NQT's Final Comments (2)

Pedagogy	<i>"I need to continue with professional learning because this will ensure that I improve as a humanities teacher. To do this, I will continue to read more widely about teaching and learning techniques, especially classroom management techniques, because I think I need to continue to improve when considering some classes. I have found that following other teachers on Twitter is beneficial, as many of them share teaching resources and classroom management methods. I hope to continue reading about their ideas and experiences as a result".</i>
Leadership	<i>"When considering more challenging classes and pupils, I need to trial a range of strategies and also develop new teaching techniques. It would be a good idea for me to trial new techniques e.g. over a period of a month, so that I can find out if it is assisting the situation or not. This could also be useful when considering low ability and MAT pupils, in order to reach their potential".</i>
Collaboration	<i>"As History is not my specialist subject, I will continue to seek help in lesson planning because in doing this I will ensure that I provide the right information, and also provide high quality lessons. This will result in an improvement in learners' work as a result".</i>



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FAQs

<https://www.ewc.wales/site/index.php/en/induction/faqs.html>



FAQs – NQTs

FAQ	Answer
How do I record my record of attendance?	<i>When on a contract the school completes a funding claim form for EWC. EWC will record the sessions on the PLP at end of each term</i>
When will I meet my EV?	<i>You will allocated an EV who will contact you after around 6 weeks work</i>
I am having problems with my PLP	<i>Any technical issues need to be referred to EWC</i>
What professional learning opportunities are there?	<i>Your consortium/LA has specific PL opportunities for all NQTs. Your IM/local consortia will provide information</i>
How many PLEs do I have to do?	<i>Between 12 – 20 PLEs should be enough to demonstrate progress against all descriptors</i>
How many linked assets do I need?	<i>Discuss with your IM/EV - the most important thing is they are meaningful and provide clear evidence of progress against a descriptor</i>
How do I know when to submit my profile for assessment?	<i>The IM and EV will make the recommendation when you have demonstrated attainment against all the standard descriptors</i>

FAQs – NQTs (additional information when on STS)

FAQ	Answer
How do I record my record of attendance?	<i>Request a print out from your agency after every 15 days work. Upload this to EWC</i>
When will I meet my EV?	<i>You will be allocated an EV when you have uploaded approx. 60 sessions</i>
I haven't got an IM – who will set my targets?	<i>Your targets will relate to yourself assessment from your CEP. Your EV will meet with you to arrange this</i>
What happens if I don't get any work?	<i>There is no limit to the time you have to complete induction but assessment will take place before/at 380 sessions</i>
I haven't heard from my EV and I am struggling?	<i>Contact your LA/Consortia. They will offer you advice</i>
What professional learning is on offer when I am on STS	<i>Your LA/local consortia will be able to advise.</i>
Can I take work as a LSA, HLTA or a tutor?	<i>Yes, but these sessions cannot be used as part of your induction.</i>

FAQs – IMs

FAQ	Answer
When do we send the notification form to EWC?	<i>As soon as contract begins or when a NQT is with you long term. EWC will email you your login details for the NQTs you support.</i>
When does the school receive funding?	<i>Funding forms sent to EWC at end of each term or when contract ends</i>
How often do I meet my NQT?	<i>Time needs to be made available to discuss/approve PLEs</i>
How do I book the NQT on PL programmes?	<i>Information will be given by your LA/consortium</i>
How often do I observe the NQT?	<i>At least once. Ideally once a term – but 'pop in' visits can be just as helpful in monitoring the NQT's progress</i>
What do I do if I have a concern?	<i>Refer to the 'Cause for Concern' flowchart</i>
How can I contact the EV?	<i>Contact details can be found on the NQTs PLP</i>

FAQs -EVs

FAQ	Answer
Where do I find the information and contact details for my NQTs and IMs?	<i>These can be found on your register when you login as an EV. Remember to look at both the 'view/update NQTs induction' and 'view/update STS NQTs undertaking induction'</i>
When do I make contact with my NQT?	<i>Contact should be made as soon as possible after allocation. If in a school contact the IM. If on STs contact the NQT directly.</i>
I am having difficulty contacting a NQT	<i>The LA/AB can contact them on your behalf</i>
Why is my NQT still showing as 0 sessions?	<i>NQTs on contract have their sessions added to the profile each term when the funding form has been sent by the school to the EWC. NQTs on STS need to upload after every 15 sessions taught.</i>
When do I observe a NQT?	<i>The first observation should take place in the first term - this can be a joint observation with the IM.</i>
What do I do if I have a concern?	<i>Refer to the 'Cause for Concern' process. The LA/AB can offer further advice</i>

Induction placements for newly qualified teachers. September - December 2021

Guidance on Welsh Government funded placements for newly qualified teachers in the autumn term 2021.

[Induction placements for newly qualified teachers: guidance - Hwb \(gov.wales\)](#)

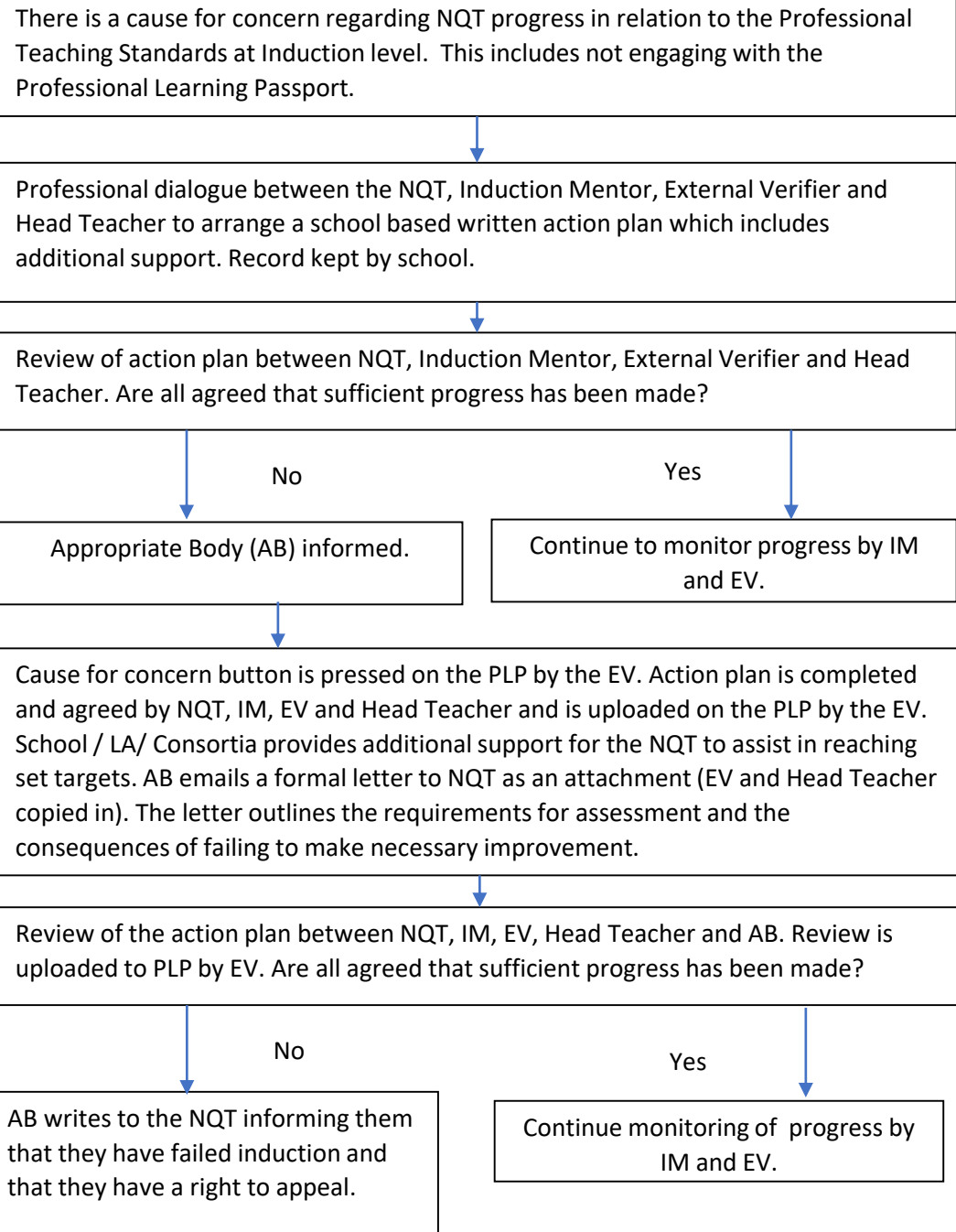


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Cause for Concern







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Professional Learning



Teams:

- IM National Briefing: [IM National Induction Professional Learning Team](#)
- EV National Briefing: [EV National Induction Professional Learning Team](#)
- Every school is expected to release the NQT to attend **8 days** of professional learning over the course of the induction period. This will include a 3 day national core programme specifically designed for NQTs, which can be accessed via Teams: [NQT National Induction Professional Learning Team](#)

NQT Training 2021 - 2022

National Professional Learning Programme to support NQTs



There are 6 NQT sessions organized nationally. We ask all NQTs to make an effort to attend each one.

Session 3 - 6 links will be available by registering on G6. Further details will be available in the GwE bulletin, GwE website and on G6.

Session 2 Starting as an NQT	Session 3 a 4 Well-Being and Behaviour for Learning	Session 5 a 6 Curriculum Wales and Formative Assessment
18/10/21 – Starting as an NQT (S2) 9.00 – 12.00 (English)	08/11/21 – Lles 9.00 – 12.00 (Cymraeg)	07/12/21 – Curriculum Wales 1.00 – 4.00 (English)
19/10/21 – Starting as an NQT (S2) 1.00 – 4.00 (English)	11/11/21 - Well-Being 1.00 – 4.00 (English)	10/12/21 – Cwricwlwm Cymru 9.00 – 12.00 (Cymraeg)
20/10/21 – Cychwyn fel ANG (S2) 1.00 – 4.00 (Cymraeg)	24/11/21 – Ymddygiad ar gyfer Dysgu 9.00 – 12.00 (Cymraeg)	12/01/22 – Asesu Ffurfiannol 9.00 – 12.00 (Cymraeg)
21/10/21 – Cychwyn fel ANG (S2) 9.00 – 12.00 (Cymraeg)	25/11/21 – Behaviour for Learning 9.00 – 12.00 (English)	14/01/22 – Formative Assessment 9.00 – 12.00 (English)

Induction Mentor Training 2021 – 2022 (IM)

National Professional Learning Programme to support NQT Induction Mentors



We ask all IM's to attend the following training to support you in your role of developing the NQT in your school. Links to the sessions will be available through the MS National Professional Learning Team for induction (Click this link to access the Team). No need to book, just join the meeting at the appropriate time and date.

[National IM Professional teaching team for Induction](#)

Session 1 Transition from QTS to Induction	Session 2 Reflective Practice and Professional Conversations	Session 3 Assessment of NQTs and Moderation Expectations
2/11/21 9-11.30 am (Eng)	18/1/22 1-3.30 pm (Eng)	4/4/22 9-11.30 am (Eng)
3/11/21 9-11.30 am (Cym)	19/1/22 9-11.30 am (Cym)	5/4/22 9-11.30 am (Cym)
4/11/21 1-3.30 pm (Eng)	20/1/22 9-11.30 am (Eng)	6/4/22 1-3.30 pm (Eng)
5/11/21 1-3.30 pm (Eng)	21/1/22 1 – 3.30 pm (Eng)	7/4/22 1-3.30 pm (Eng)



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Contact details



More Information

For more information on Induction and Professional Learning programs, please contact:

GwE – Gogledd Cymru

Ieuan Jones : ieuanjones@gwegogledd.cymru

Here are the details of your contacts in the local authorities in North Wales as well.

Conwy: Eifion Roberts - (CP / AB) eifion.roberts@enfys.net

Dinbych: Eifion Roberts - (CP / AB) enfys.training@outlook.com

Fflint: Helen Crich a Jane Borthwick - (CP / AB) HelenMCrich@outlook.com / Jane.e.Borthwick@flintshire.gov.uk

Gwynedd: Diane Jones a Ffion Griffith - (CP/AB) dianejones3@gwynedd.llyw.cymru / ffionmairgriffith@gwynedd.llyw.cymru

Wrexham: Siwan Meirion a Sian Harrison - (CP/AB) Siwan.Meirion@wrexham.gov.uk / Sian.Harrison@wrexham.gov.uk

Ynys Mon: Owen T Davies - (CP / AB) OwenDavies@ynysmon.gov.uk)

CP= Corff priodol AB= Appropriate Body