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The End of Induction Standard



The End of Induction Standard

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In order to understand the entire process of the Induction programme, and the roles of other parties involved, it is essential that you read all sections of the Induction and Early Professional Development Handbook along with the DELLS Guidance Circular on Induction, the Education (Induction Arrangements for School Teachers) (Wales) Regulations and the General Teaching Council for Wales' Guidance - 'Accessing Funding for Induction and Early Professional Development.'



Introduction

Teachers in their Induction year are qualified teachers. The End of Induction Standard for Wales is concerned with the professional characteristics, knowledge, understanding and skills that should be developed further during their first year as a teacher in post. During Induction the professional development of the NQT in these areas is supported. In meeting the End of Induction Standard, the NQT will have demonstrated greater independence, progression and laid the foundations for further professional development.

Section A: What you must know

1. The End of Induction Standard

In order to complete Induction successfully, the NQT must continue consistently to meet the Standards for the Award of QTS and meet the End of Induction Standard set out within the four key areas below.

1. Professional Characteristics

To meet the End of Induction Standard the NQT must:

- 1.1 conduct themselves with integrity and apply their knowledge and skills within their professional work;
- 1.2 reflect on and act to improve their professional practice, taking shared responsibility for their own professional development and learning;
- 1.3 work collaboratively and co-operatively with those who contribute toward the work of the school;
- 1.4 demonstrate commitment to equal opportunities, social justice and inclusion.

2. Knowledge and Understanding

To meet the End of Induction Standard the NQT must:

- 2.1 demonstrate an understanding of practice and the broader educational perspective in Wales when engaging in professional dialogue;
- 2.2 demonstrate a detailed working knowledge of their sector, the school in which they teach and their related professional responsibilities;
- 2.3 demonstrate secure knowledge and understanding of the theory and practical skills in the curriculum area or subjects taught;
- 2.4 deliver the common requirements of the National Curriculum in Wales; that is, communication, mathematical, problem solving, creative and Information Technology skills; Cwricwlwm Cymreig and personal and social development.

3. Planning, Teaching and Learning and Class Management

To meet the End of Induction Standard the NQT must:

- 3.1 plan effectively to meet the learning needs of all pupils including, where applicable, those with identified Special Educational Needs, gifted and talented pupils and those with English or Welsh as an additional language;

- 3.2 demonstrate increasing proficiency in selecting and using a broad range of teaching and learning strategies and available resources, which they evaluate critically in terms of pupils' learning;
- 3.3 be able to justify their approach in terms of the curriculum, learning objectives of schemes of work and the learning needs and abilities of their pupils;
- 3.4 secure a good standard of pupil behaviour through establishing rules and high expectations, in order to achieve positive relationships; purposeful activity; and an appropriate environment for learning taking due account of school policy.

4. Monitoring, Assessment, Recording and Reporting

To meet the End of Induction Standard the NQT must:

- 4.1 recognise the level a pupil is achieving and make accurate formative and summative assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phases taught;
- 4.2 record and use the results of day-to-day assessment to modify their teaching, and secure progression in pupils' learning by identifying appropriate learning targets for individuals and groups of pupils;
- 4.3 provide reports on pupils' progress and achievements, identifying appropriate targets and learning goals, and providing guidance to enable parents/carers to support their children's learning.

2. Indicative Characteristics

The indicative characteristics suggested here are intended as prompts and may well be of value in supporting the NQT by providing feedback and suggestions about the types of professional behaviour/activity that indicate performance related to the End of Induction Standard.

These lists are not exhaustive. Other types of professional activity may also indicate performance related to the End of Induction Standard.

In making an assessment of whether an NQT has met the End of Induction Standard, the Headteacher should not look for demonstration of every indicative characteristic, but aim for a BEST FIT assessment.

Professional Characteristics

- Evaluates and justifies the teaching strategies used and takes action to adopt and adapt on the basis of such evaluation.
- Shows understanding of the important matters relating to educational issues.
- Has knowledge of the distinctive nature of the developments in education in Wales.
- Is aware of, and can comment critically on, relevant research/educational theory.
- Makes decisions about professional practice based on evidence and what they have learned from their own experience of teaching.
- Shows commitment to self-evaluation and continuing professional development as key means to improving practice and widening expertise.
- Shows productive participation in professional dialogue and engagement with the processes of curriculum development and school development planning.
- Maintains a record of their own professional development activities and reflections.
- Values and promotes fairness and justice, adopting anti-discriminatory practices in all regards.
- Has positive relationships and develops partnerships within the community of the school – with colleagues, with parents, other agencies and pupils themselves.
- Works co-operatively with other professionals.

- Has knowledge of the role and organisation of their employing authority, its policies and development priorities.
- Has a working knowledge of the organisation and management of their school.
- Is reliable in following school/stage/departmental policies and procedures.
- Has a working knowledge of their contractual, pastoral and legal responsibilities as a teacher.
- Understands their role in promoting school ethos.
- Has understanding of their own roles and responsibilities and how these relate to those of others in the school.

Knowledge and Understanding

- Understands how to match the level of the curriculum area and subject(s) to be taught to the needs of the pupils.
- Uses and adapts materials for learning and teaching which stimulate and challenge pupils.
- Has knowledge of current developments in subjects taught and how these may be integrated into their teaching and resources for learning.
- In planning and action reflects the Cwricwlwm Cymreig.
- Plans for the development of the key skills as laid out in the common requirements of the National Curriculum relevant to the pupils taught.
- Shows awareness of the contribution that can be made by school to the personal and social education of pupils by creating opportunities to do so.

Planning, Teaching and Learning and Class Management

- Devises plans for effective learning in the areas of the curriculum or subject(s) to be taught.
- Has the necessary knowledge and understanding to justify the content and style of programmes of teaching in terms of their value in the curriculum and to the pupils' needs.
- Selects strategies for teaching and learning appropriate to the subject, topic, lesson objectives and the needs of the pupils.
- Differentiates lesson strategies and materials as appropriate.
- Evaluates and justifies the approaches used and resources selected.

- Takes action to adopt and adapt on the basis of such evaluation.
- Is aware of the identified Special Educational Needs of pupils they teach and modifies their teaching accordingly, taking due note of Individual Education Plans.
- Contributes to the development of IEPs where required.
- Ensures work areas are organised to be safe, stimulating and display pupils' work.
- Uses a variety of techniques to encourage pupils and promote positive behaviour.
- Seeks and uses the advice of colleagues regarding management of pupil behaviour.
- Implements the school discipline policy in a fair and consistent manner.

Monitoring, Assessment, Recording and Reporting

- Has firm grasp of the attainment targets and levels and makes accurate use of these in assessing pupils' work.
- Monitors progress against national standards and those of specific programmes of study, and can identify the steps needed for progression.
- Can apply baseline, diagnostic, formative and summative assessment to assess pupils' attainment and monitor progress.
- Uses a range of techniques including marking of work, observation, testing and assignments, to establish levels of attainment.
- Can diagnose difficulties and give advice to pupils on what to do to improve.
- Uses the results of assessment to revise schemes of work, individual lessons and tasks in order to set the next steps in learning.
- Encourages pupil self-assessment and involves pupils in discussion of their progress.
- Implements the school policy for assessment, recording and reporting.
- Produces clear and informative reports to parents that describe progress made and set targets.

3. Sources of Evidence

In order to assist the Induction Tutor during the Induction period, and the Headteacher in making a recommendation at the end of the Induction period, the sources of evidence set out below are intended to help Induction Tutors by suggesting the types of evidence that could be collected by NQTs in order to display progress, evaluate practice and allow assessment against the End of Induction Standard.

Professional Characteristics

- Professional dialogue
- Observation
- Professional development record
- Departmental/working group minutes
- Records of review meetings
- Reflections from professional development activities

Knowledge and Understanding

- Lesson observation
- Reflections on lesson observations (by the NQT and of the NQT)
- Plans
- Schemes of work
- Pupils' work
- Lesson materials

Planning, Teaching and Learning and Class Management

- Lesson observation
- Schemes of work
- Lesson plans
- Professional dialogue
- Discussion with colleagues, including the SENCO
- Examples of pupils' work

Monitoring, Assessment, Recording and Reporting

- Pupils' work
- Examples of reports to parents
- Involvement in moderation exercises
- Results from tests or assessments
- Observation
- Professional dialogue

4. The Induction Timetable

Formal Assessment	Support and Monitoring
Term 1	
Assessment meeting 1 with Induction Tutor and/or Headteacher.	Setting of objectives for Induction, based on the CEP, school context and End of Induction Standard
Focus: consistency in meeting Standards for QTS.	Observation of NQT and follow up discussion
Induction Assessment Record sent by Headteacher to the Appropriate Body	Meeting to review progress and objectives
	Week 5
	Observation of NQT and follow up discussion
	Meeting to review progress and objectives
Term 2	
Assessment meeting 2 with Induction Tutor and/or Headteacher.	Observation of NQT and follow up discussion
Focus: progress towards meeting the End of Induction Standard	Meeting to review progress and objectives
Induction Assessment Record sent by Headteacher to the Appropriate Body	Half Term
	Observation of NQT and follow up discussion
	Meeting to review progress and objectives
Term 3	
Assessment meeting 3 with Induction Tutor and/or Headteacher.	Observation of NQT and follow up discussion
Focus: whether the NQT has met the End of Induction Standard	Meeting to review progress and objectives
Headteacher sends recommendation on Induction Assessment Record to the Appropriate Body which makes final decision and informs NQT, GTCW and NQT's employer	Half Term
	Observation of NQT and follow up discussion
	Meeting to review progress and consider objectives for the first year of Early Professional Development

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Individualised professional development programme constructed for the NQT including, for example: observation of experienced teachers; discussion with school SENCO; training and advice from outside the school; external training events; participating in working groups

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Section B: Helpful advice

5. Support and Assessment

5.1 Professional Judgement

The End of Induction Standard is concerned with four key areas of practice. Each key area has a number of elements. During the period of Induction, the NQT will have set objectives for professional development in relation to the four key areas of the Standard. The NQT and their Induction Tutor will also have identified evidence of progression in relation to the Standard.

In assessing the work of the NQT at the end of the Induction period, the Headteacher makes a professional judgement about whether the End of Induction Standard has been met without any serious weaknesses. The Headteacher should take a holistic view.

In meeting the End of Induction Standard, the NQT will have demonstrated greater independence and progression, and laid the foundations for further professional development.

5.2 Assessment Timetable

It is important that the assessment of the work of the NQT is formative. Its purpose is to help identify areas for further development as well as strengths. The final assessment reviews the work over the period and enables the Headteacher to reach a decision about the recommendation he or she will make to the Appropriate Body on whether the NQT has met the End of Induction Standard.

