

Further information about Induction can be obtained from:

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Information for Newly Qualified Teachers

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'.

Information for Newly Qualified Teachers

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Introduction

When you achieved QTS you became a teacher – welcome to the profession!

Teaching has requirements for professional knowledge, skills and understanding. During your early years in the profession you will be developing the professional values, skills and expertise necessary for effectiveness as a teacher and learner.

As you worked towards QTS you will have received training, support, and had opportunities to evaluate and reflect. During your Induction period this will continue as you work towards achieving the statutory End of Induction Standard.

Induction is intended to help and support you during your first year as a teacher in post. It aims to help you build on the knowledge and skills that you have already acquired, and provide the foundation for your early professional and career development.

In this document you will find materials that will help you make the most of the support and monitoring you will receive, along with guidance about the assessment of Induction and information about how quality assurance will be achieved.

Teaching is a challenging yet rewarding profession, and this document has been produced to help you have a successful first year.



Section A: What you must know

1. Your responsibilities and entitlement

Responsibilities – As an NQT you should:

- make your Career Entry Profile (CEP) available to the school and work with your Induction Tutor to use the CEP and End of Induction Standard as a basis for setting professional development objectives and action planning;
- take part in planning your Induction programme, identifying and reviewing objectives;
- engage fully in the programme of monitoring, support and assessment, taking increasing responsibility for your professional development as your Induction support programme progresses;
- know and understand the End of Induction Standard, monitor your own progress towards meeting it and collect evidence for use in formal assessment;
- raise any concerns about the content and/or delivery of the Induction programme, initially using the schools' internal procedures, though if these concerns go beyond the schools' systems, or if you feel your concerns are not addressed, you should notify your Induction Co-ordinator in the Appropriate Body.

Entitlement – Your school should ensure that:

- the Induction period, review meetings and assessments are carried out as outlined in the guidance and timetable for the year (see section 3 – The Induction Timetable);
- an Induction Tutor is assigned to provide you with support and monitor your progress;
- you have a timetable of a maximum of 90% of the normal average teaching time throughout the Induction year. This should be protected for the entire period of Induction;
- you have the support of the Appropriate Body through its monitoring role;
- you have an individualised support and development programme that includes the opportunity to observe others;
- it meets its commitments for support and guidance.

Overview of roles and responsibilities

The NQT should:

- make their Career Entry Profile (CEP) available to the school and work with their Induction Tutor to use the CEP and the End of Induction Standard as a basis for setting professional development objectives and action planning;
- take part in planning their Induction programme, identifying and reviewing objectives;
- engage fully in the programme of monitoring, support and assessment, taking increasing responsibility for their professional development;
- know and understand the elements of the End of Induction Standard, monitor their own progress and collect evidence for use in formal assessment;
- raise any concerns about the content and/or delivery of the Induction programme, initially using the schools' internal procedures, though if these concerns go beyond the schools' systems, or if they feel concerns are not addressed, the NQT should notify the Induction Co-ordinator in the Appropriate Body.

The Induction Tutor should:

- take day-to-day responsibility for the monitoring, support and assessment of the NQT;
- be fully aware of the requirements for Induction and have the skills, expertise and knowledge to work effectively in their role as Induction Tutor;
- ensure the NQT knows and understands their responsibilities in the process;
- organise and implement, after agreement with the NQT, a programme for monitoring, support, assessment and professional development activities;
- co-ordinate observations of the NQT's teaching and follow up discussions;
- work with the NQT to review progress against objectives and the End of Induction Standard;
- ensure that accurate records are kept of the monitoring, support and assessment activities and their outcomes.

The Headteacher should:

- ensure that each NQT in their school is provided with an appropriate Induction programme in line with the framework for Induction in Wales, the DELLS Guidance Circular on Induction and the Education (Induction Arrangements for School Teachers)(Wales) Regulations;
- make a recommendation to the Appropriate Body, based on rigorous and fair assessment, as to whether the NQT has met the End of Induction Standard.

The Governing Body should:

- monitor the establishment and implementation of Induction arrangements;
- when appointing new staff, take into account the school's responsibility to monitor, support and assess NQTs;
- be able, if it wishes, to seek guidance from the Appropriate Body about the Induction arrangements;
- not appoint NQTs unless they are satisfied that the school is able to offer proper Induction arrangements.

The Appropriate Body (e.g. LEA or ISCTIP) should:

- assure itself that schools it is responsible for understand and are able to meet their responsibilities for monitoring, support and assessment;
- ensure that, if an NQT is not making satisfactory progress, the school is taking appropriate measures to provide additional support;
- decide, in the light of the Headteacher's recommendations, whether an NQT has completed Induction satisfactorily or to grant an extension;
- keep accurate records and meet its own statutory responsibilities with regard to the timetable for Induction;
- undertake quality assurance activities.

2. The End of Induction Standard, indicative characteristics and sources of evidence

The End of Induction Standard

This describes the knowledge, understanding, skills and professional characteristics that you will be expected to evidence by the end of your Induction period. Assessment will look to see that you have met the End of Induction Standard and that you have evidence to support a decision of successful Induction.

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.

Indicative Characteristics

These are intended as a prompt. They offer some examples of the sorts of activities, types of working and behaviour that you might display in order to meet the End of Induction Standard. They are intended to help you plan your professional development and work during the Induction period.

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.

Sources of Evidence

These are intended to help you and your Induction Tutor by suggesting the types of evidence that could be collected in order to display progress 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

3. The Induction Timetable

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

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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

4. Support and monitoring

4.1 The Career Entry Profile

The Career Entry Profile (CEP) is intended to support your transition from ITT to Induction and continuing professional development, by:

- providing information, in relation to the Standards for the Award of QTS, about your strengths and priorities for further professional development;
- requiring you to set objectives for professional development and develop an action plan for your Induction period.

You should meet your Induction Tutor early in your Induction period to discuss your CEP and agree the objectives for the Induction period. You will need to consider what knowledge, understanding and skills you will need for your specific post (although this is difficult until you have discussed this with your Induction Tutor), as well as your aims for longer-term professional development and what needs to be addressed in order to meet the requirements for successful completion of Induction. These are then recorded with details of the action plans needed to meet the objectives.

At the first meeting it is suggested that objectives and action plans be made for the first term only. During the Induction period these will be revisited at each professional development review and adjusted as progress is made.

It is important that these objective and action planning sheets are dynamic documents, that you note what you achieve, and annotate and adjust them as your Induction progresses. These objective and action planning sheets form the basis for your Professional Development Portfolio.

4.2 The Professional Development Portfolio

A Professional Development Portfolio (PDP) is a file that you should start to keep during the Induction period, add to during your EPD and then maintain and update throughout your career. Maintaining such a file facilitates the planning, monitoring, evaluating and reviewing of continuing professional development. Your school may have its own version.

The PDP allows you to store details and reflections on your professional development activities. This is the evidence of your professional development during the Induction period and will be useful during professional development reviews and assessment meetings.

During the Induction period you might have the following sections in your PDP:

- Curriculum Vitae
 - Personal details
 - Education
 - Employment Record
 - Details of experiences during ITT
- Brief information about your current school
 - Phase
 - Number on roll
 - Your role (subjects/key stage)
- Your CEP
- Professional Development Review Records
- Professional Development Activities Records with your reflections
- Copies of the Assessment Reports made by the Headteacher
- Evidence against the End of Induction Standard. The indicative characteristics in section 2 of this booklet include lists of the types of evidence you might consider
- Pupils' work, photographs and materials you have developed could also be included

This portfolio should not be a burdensome aspect of Induction and EPD. It will become a record of your career development and be invaluable to you in planning your continuing professional development.

4.3 Starting in the school

After you have been appointed you should arrange to visit your school in order to meet your Induction Tutor and other key staff, and to pick up documentation and seek answers to some important questions. The following checklist outlines what you might need to know before starting at the school. Some schools start the school year or term with a closure day where these can be discussed or found out, however, it will be a good idea to find out as much as you can beforehand. It is very likely that your school will have arrangements in place and the checklist provides suggestions only.

Your Timetable

What class/classes will you teach? Are their records available?

Where will you be based?

What pastoral role (if any) will you have?

Where will you work when engaged in professional development activities or during non-contact periods?

Your teaching

What specific schemes of work will you be required to deliver?

What learning resources are available? Are there booking arrangements for ICT rooms, TVs and videos etc?

What are the arrangements for reprographics and technical support?

Your School

Have you familiarised yourself with the school handbook and whole-school policies, such as teaching and learning?

What is the leadership structure and who is your line manager?

What are the key development priorities for the school?

Induction Tutor

Who is it?

What are their other roles in the school?

When will you have the initial meeting to discuss your CEP, the Induction requirements, the End of Induction Standard and objectives?

Who else will have a role in supporting you?

Who is the LEA Induction Co-ordinator? Who is your LEA subject adviser?

What arrangements are being made for your reduced teaching time?

There will be a great deal of information for you to take in during your first few weeks at the school. Remember your Induction Tutor is there for you, if in doubt ask.

4.4 Working with the Induction Tutor

Your Induction Tutor is the person who leads monitoring, support, guidance and assessment during your Induction period. Their role and responsibilities are set out in the Information for Induction Tutors booklet.

Your Induction Tutor will usually be available to you on a daily basis, and the school should also have made arrangements for you to meet with your Induction

Tutor on a regular basis. It will be important that you develop a close working relationship based on trust and mutual respect. The Information for Induction Tutors booklet within this Handbook lays out the qualities, knowledge, skills and understanding that your Induction Tutor might be expected to have in order to fulfil their role in respect of your Induction.

The following list is of qualities that NQTs have identified as desirable in an Induction Tutor:

- someone who can put themselves in your place;
- someone who does not impose their views;
- honest;
- accessible;
- supportive;
- well organised;
- able and willing to give practical help;
- prepared to give ideas and share resources.

Who your Induction Tutor will be will depend on the context of the school. Your Induction Tutor might be your head of department, a subject co-ordinator, the Headteacher (if there is no other suitably experienced member of staff, within the school, who can take on the role) or a member of the leadership team, or the role could be shared. This is not an exhaustive list and schools can identify as Induction Tutor any member of the teaching staff who they judge has the appropriate knowledge, skills, understanding and qualities.

As well as providing regular daily support, your Induction Tutor will take responsibility for key elements of the Induction period. Schools will organise these in ways that suit their organisation. Some schools may wish for a subject leader to provide support on curriculum matters, whilst another member of staff takes responsibility for wider issues. On the next page these key elements are explored and explained.

4.5 Key elements of the Induction process

Key element	Explanation
<p>Professional development review meetings The first of these will normally take place shortly after you join the school. Review meetings should then take place once per half-term.</p>	<p>The first of these concentrates on your CEP and initial objectives (linked to the End of Induction Standard) for the first term of Induction. At each subsequent meeting you will reflect on your progress in meeting objectives, reviewing and revising where necessary. The objectives you set are linked to the End of Induction Standard. At the meeting you will also reflect on your programme of professional development activities and how this will help you to meet your objectives, reviewing and revising where necessary. The actions you plan to help you achieve the objectives will include agreeing the focus for lesson observation and professional development activities for the next period.</p>
<p>Professional development support programme This will take place over the course of the Induction period. Your 10% reduced teaching time is for the purpose of your individualised programme.</p>	<p>These will vary according to the specific needs identified during professional development reviews. There will be usually be activities focused on making sure you have knowledge and understanding of policy and practice in the school. Other activities depend on what will help you achieve your objectives. Observations by and of you will form part of this programme.</p>
<p>Pre-observation discussion These should take place at least one week before an observation.</p>	<p>Prior to agreed observation you should discuss the focus of the observation. This gives you the opportunity to agree the arrangements and raise any concerns or issues. You should agree the approach to be used.</p>
<p>Observation It is likely that you will be observed teaching at least once per half-term. You will also have opportunities to observe others.</p>	<p>Having your teaching observed is a highly valuable part of professional development. Observations can help you identify your strengths and areas for development and provide key points for discussion with your Induction Tutor.</p> <ul style="list-style-type: none"> • Observing others provides ideas and stimulates professional reflection. • Observation informs the setting of objectives and action planning, and enables targeted support. • Observation also informs assessment as it provides valuable evidence of your progress towards meeting the End of Induction Standard.
<p>Post-observation discussion Following the observation a professional discussion should take place.</p>	<p>After the observation you should reflect on what was observed. It is also important to have a discussion about what was observed. The discussion should focus on strengths, areas for development and key points. A record of the observation and the discussion might inform part of the next professional development review meeting and the next assessment meeting.</p>
<p>Assessment meetings There will be three of these. One towards the end of each term. The meeting will normally be with the Induction Tutor and/or the Headteacher.</p>	<p>These meetings will consider your progress in meeting the End of Induction Standard. You will consider the evidence of your progress. Following the meeting the Induction Tutor will report to the Headteacher who then sends an Induction Assessment Record to the Appropriate Body. The first two reports are progress reports. Following the final meeting the Headteacher makes a recommendation to the Appropriate Body. The Appropriate Body has responsibility for deciding whether you have passed, should have an extension to, or have failed to meet satisfactorily the End of Induction Standard.</p>

4.6 Setting objectives and action planning

Professional development objectives are intended to provide purpose and direction. During the Induction period they should help you to meet the End of Induction Standard. During EPD you will set further objectives in order to hone your knowledge, skills, understanding and professional characteristics. After Induction you will be subject to your school's Performance Management arrangements, and setting objectives is core to Performance Management and continuing professional development. Subsequently, teachers are required to provide evidence against standards when applying for Threshold and, therefore, teachers need to develop the practice and habit of setting development objectives and action planning. An important aspect of the Induction Tutor's role is to assist you in setting objectives and action planning.

Basic principles for setting objectives

- At the start of the Induction period, objectives should be identified based on your CEP and the context of your role in the school.
- Objectives should be set that can be reviewed half-termly. Objectives that cannot be achieved in their entirety within a half term should be broken into smaller steps or interim goals.
- There should be a balance between objectives that build on strengths and those that are focused on areas for development.
- Your workload should be taken into account, and a balance kept between your professional development needs and those of your pupils.
- Objectives will need amendment and adjustment over the Induction period as your needs change and according to your rate of progress.
- In setting objectives it is important to be mindful of the actions that will be needed if the objectives are to be reached. Objectives for which clear actions cannot be identified cannot be achieved.

Objectives for the Induction period should:

- address short, medium or long term needs within the Induction period;
- require differing levels and types of support;
- address personal priorities and those of the context in which you are working;
- be challenging and realistic;
- be precise and focused with clear success criteria;
- be limited in number and balanced against other professional demands;

- be time constrained;
- be linked to monitoring and development.

Basic principles for action planning

Once objectives have been set then the actions needed to help you achieve these objectives should be agreed.

The NQT and Induction Tutor should work together to decide and record:

- the agreed objectives;
- the actions to be taken to achieve them and by whom;
- actions needed to indicate the nature and level of support required and its source;
- the criteria against which judgements can be made about the extent to which each objective has been met successfully (these criteria need to be as explicit as possible, and the kind of evidence expected should be noted);
- the resources, if any, that will be needed;
- target dates – broken down into interim dates if necessary.

Schools may already have their own system for recording objectives and action planning, however, a suggested format is presented in the Support Materials for Assessment, Observation and Target Setting section. A worked example is included on the next page.

Example of Objectives and Action Planning Form

NOT:		Induction Tutor:		Dates: Sept - Feb To be discussed Feb Review
Area for development: Link to End of Induction Standard:	Actions with timescales:	Support arrangements:	Success criteria:	Evidence in portfolio:
<p>Assess pupils' work using a range of strategies and then use the results of assessment to modify teaching and work with pupils to set learning targets for next section of work.</p> <p>Standard areas 1, 2, 3 and 4</p>	<p>Meet with teacher responsible for ARR in order to gain knowledge and understanding of policy and practice. By Nov</p>	<p>Session with ARR co-ordinator as part of school induction programme. During the NQT/Tutor session on Thursday morning.</p>	<p>Strategies used reflect school policy – including that on recording.</p>	<p>Examples of pupils' work assessed. Examples of assessments used. Lesson plans. Feedback from ARR Co-ordinator and HOD/Subject co-ordinator. Reflective summary by the NQT about this objective</p> <ul style="list-style-type: none"> • lessons learned • success of the action plan • the lesson observed • impact on practice and personal development <p>Notes on observation made by Induction Tutor (Post Observation Record)</p> <p>Following the February professional development review – the report on progress in meeting this objective.</p>
	<p>Briefing from HOD/Subject co-ordinator to develop understanding of levels through consideration of pupils' work. By Nov</p>	<p>Session with HOD/Subject Co-ordinator. During the NQT/Tutor session on Thursday morning.</p>	<p>Accurate levelling of pupils' work.</p>	
	<p>Examine with Induction Tutor different assessment strategies and consider fitness for purpose. By Nov</p>	<p>Work on assessment strategies during the NQT/Tutor session on Thursday morning.</p>	<p>Professional dialogue and selection of assessment methods fit for purpose.</p>	
	<p>Design assessment strategies for a particular class and topic. Include formative and summative methods. By December</p>	<p>During the NQT's protected Induction time.</p>	<p>A scheme for assessing a topic that has formative and summative methods and enables accurate assessment of pupils' work.</p>	
	<p>Implement and evaluate. By Jan</p>	<p>In lessons and evaluation during protected Induction time.</p>	<p>Assessment carried out.</p>	
	<p>Adapt teaching strategies for next topic. By end of Jan</p>	<p>Materials/strategies to be planned during protected time.</p>	<p>Revision of teaching reflecting what was learned through assessment of previous topic.</p>	
	<p>At start of next topic work with pupils to set learning targets. Lesson to be observed.</p>	<p>Supply cover for the observation and post observation discussion.</p>	<p>Discussion of lesson to identify areas of strength and for future development.</p>	

4.7 Observation of lessons

As part of your professional development programme you will have the opportunity to observe and be observed. The core task of a teacher is to promote the learning of the pupils in lessons. Lesson observation focused on what constitutes effective teaching and learning provides possibly the most important aspect of your continuing professional development during Induction and EPD.

The value of observation depends on how well it is planned, carried out and the quality of the subsequent discussion.

Whether you are observing or being observed, applying these basic principles should help you make the most of observation.

Planning for observation

- **Agreeing the focus of the observation**

This will help you to prepare. You will have objectives for development that you will be working on, and by choosing a focus based on your objectives you will be able to concentrate attention on this element of your practice. The objectives will be linked to the End of Induction Standard, so observations are not only professional development activities, but will also support your progress towards meeting the End of Induction Standard. An example of an Observation Planning Sheet is included in the Support Materials for Assessment, Observation and Target Setting section.

It might be that you agree that managing classroom behaviour at specific points in the lesson is the focus, then this will be the area for discussion. That does not preclude an observer from noticing and commenting on other aspects, but these should be discussed informally and perhaps become the focus of further observation. You need to agree the observation sheets to be used.

- **Agreeing the time, length and date in advance**

Ideally a week's notice should be agreed. Negotiate which class – it should be one that will provide the information needed. You should also agree how long the observation will last. This will depend on the focus of the observation, for example, if the focus is the setting of lesson objectives the observation may only be of the start of the lesson.

- **Agreeing the approach**

- Where will the observer sit? At the side but towards the middle of the room is a good place to observe pupils' faces to gauge their response.
- Does the observer's presence need to be explained to the class? Many schools have established self-evaluation programmes where lesson observation is so common that pupils hardly even notice the presence of another teacher.

- What time should the observer arrive? If they are there as the pupils enter the room then this allows observation of the way the pupils enter and settle. If arrival is ten minutes or so into the lesson the transition to tasks can be observed. Arrival half way through will allow observation of the pace set and interest generated. Arriving ten minutes from the end lets the observer look at the ends of lessons.

Note of caution – arriving after the pupils are already in the class can have a disruptive and distracting effect unless carefully managed. If you are concerned about this please make sure you discuss this with your Induction Tutor.

- Observers generally find it helpful to have sight of lesson plans and/or materials beforehand or when they arrive at the lesson. Make sure you discuss this in the planning.
- What should an observer do during the observation? How should they behave? Will they join in the lesson, speak to individuals or speak to groups of pupils? If you are the one being observed, what do you want the observer to do if there are disruptive pupils? At what point, if any, would you want them to intervene? An observer needs to concentrate on the aspects of practice that are the agreed focus. Agree, prior to all observations, what the observer will do or not do.
- Agree where and when the post-observation discussion will take place. Ideally this should be within 24 hours. This is very important, you ought to discuss the observation while it is fresh in your mind, but at the same time you need to have time to reflect before the discussion and to be clear about the points you want to discuss.

Carrying out the observation

In order to make best use of the observation, the observers should usually make notes recording what they observe so that after the lesson they can reflect and prepare for discussion of the lesson. There are many different possible approaches to recording lesson observations and it is important that observer and observed agree the method to be used and are happy with it. Appendix A of this booklet contains some examples of commonly used approaches. It is important that you reflect on the lesson afterwards. It is also useful to annotate and make comments on a copy of the lesson plan. You should record your reflections in preparation for the post observation discussion and put a copy in your PDP.

If you have observed a lesson it is really important to thank the teacher and say something positive. The person observed will have spent a great deal of time and effort preparing for the lesson and this should be recognised.

You can record your reflections in any manner you wish, but you should aim to include comments that will assist you in the post-observation discussion, and also provide evidence that you are reflecting on your practice. On page 23 is a list of questions an observer may ask to help focus reflection on lesson observation. An NQT Self Evaluation and Reflection Form is included in the Support Materials for Assessment, Observation and Target Setting section for you to use if you wish.

Post-observation discussion

Before this takes place you need to reflect on what happened during the lesson. It is important to focus on what you felt went well, areas that you could improve and any support you feel you need for your development.

The Induction period is normally the full time equivalent of three school terms and observations are developmental. The purpose of these observations is to assist you in meeting your objectives for development and support your progress toward meeting the End of Induction Standard.

Discussion should take place in private and you need to be comfortable with the arrangements for the discussion. If you are not, then say so.

Discussion of the lesson should be constructive. An important aspect of reflective practice is to be able to evaluate classroom practice, identifying what worked and what did not. Constructive professional dialogue following observation will support your professional development.

Finally, if you are the one observed – have confidence. Observers will not always see you at your best. Lack of time, a heavy teaching load, inexperience, time of day, resources available and countless other factors will sometimes impact on the success of a lesson. You are in the first year of your career and the observer is not looking for perfection – none of us can claim to be perfect teachers – they are looking for evidence of progress and areas for development.

Prompts to aid evaluation of the lesson observed

These could be used to structure the discussion, but this will depend on the focus of the observation.

- What aspects of the lesson were you especially pleased with?
- How do you think the lesson went?
- What did you take into account when planning the lesson?
- How did this lesson fit into the scheme of work?
- How did you identify the groups for tasks?
- What, if anything, might you do differently next time you teach this lesson?
- Do you think the lesson objectives were achieved? How do you know?
- Why did you choose a particular activity?
- Why do you think the lesson went the way it did?
- What will you do in the next lesson?
- Did you consider any alternative strategies? If so, what were they?

4.8 Review meetings

The role of the review meetings

These are intended to allow for reflection on the work of the half-term. They are informed by a variety of sources, they inform assessment and aid planning for your individualised professional development programme.

Professional review meetings should:

- draw on evidence from different sources;
- identify strengths and areas for further development;
- explore issues arising from key points in the lesson(s) observed;
- identify specific action to develop your teaching;
- consider medium and long-term development as well as short-term goals;
- review and revise objectives and action plans for your professional development;
- review your individualised development programme, ensuring that it matches your needs and priorities as they change during the course of the Induction;
- look at progress in relation to the End of Induction Standard.

Preparing for the professional review meeting

In preparing for professional review meetings, you may wish to evaluate your achievements, strengths, and any areas where you feel you could improve or would benefit from further support. An example of an NQT Self Evaluation and Reflection Form is included in the Support Materials for Assessment, Observation and Target Setting section.

Your Induction Tutor will usually agree the agenda with you and discuss the sorts of evidence that will be considered. One way of structuring the meeting would be:

1. A brief review of progress against all objectives.
2. Focusing in more detail on progress against objectives that were a particular focus of lesson observation or development activities during previous half-term.
3. Reviewing objectives and considering changes.
4. Considering whether to amend or add to planned professional development activities.

The structure of the agenda will be influenced by factors such as the rate of your progress and the evidence that is available.

Following the meeting, your Induction Tutor will record the main points. Your objectives and action plan may need amendment.

You and your Induction Tutor will need quiet and privacy to prepare, meet and complete records after the meeting.

This meeting focuses on objectives that will help you to meet the End of Induction Standard and the actions needed to support you in reaching your objectives. It is not about assessing progress against all elements of the Standard.

4.9 The reduced teaching timetable

How this will be provided is a matter for the school, but you are entitled to 10% of the normal teaching timetable in the school as protected non-contact time in order to carry out work related to your Induction period. That means work related to professional development activities including observations, reviews, and assessment. In some cases this time will be spread evenly across a timetable, in others it might be banked in blocks of time on, for example, a fortnightly, monthly or half-termly basis. However it is organised it will be important that you use this time to carry out the development work related to the Induction period. This time should not be eroded as the Induction period progresses, and you should not be asked to give up that time for other purposes, such as covering for absent colleagues.

When you meet your Induction Tutor for the professional development reviews you should map out what you will be doing during your non-contact time. You should also keep a record of your professional development activities, describing and evaluating these activities and noting any points for action.

5. Assessment and Self Review

Whilst Induction is supportive, there is also an assessment aspect. You will be evidencing that you can apply your teaching skills, knowledge and understanding in post, are developing proficiency in other aspects of the work of a teacher and can demonstrate professional characteristics.

During the Induction period, your Induction Tutor will be meeting with you and monitoring your progress. At the end of the Induction period the Headteacher will make a recommendation to the Appropriate Body as to whether you have met the End of Induction Standard. The Induction Tutor and Headteacher will base their recommendation on the evidence of your progress by the end of the Induction period. You and your Induction Tutor should have collected evidence of your progress as the Induction period went on. The Headteacher will base their recommendation on a holistic assessment. This means that the Headteacher will look at the End of Induction Standard as a whole and use their professional judgement in making their recommendation. As long as no significant weaknesses

are identified then the Headteacher will recommend that you have met the End of Induction Standard. It is unlikely that you would come to the end of Induction without knowing whether significant weaknesses have been identified. Your Induction Tutor and the school should pick up difficulties, ensure you are made aware of them and offer you additional support. If difficulties are detected the school will inform the Appropriate Body who have a responsibility to check that additional support is being given.

You can help yourself by:

- reflecting continuously on your practice;
- seeking to develop yourself professionally;
- using the Indicative Characteristics set out in section 2 of this booklet to help you collect evidence;
- taking an active part in the discussions about your progress;
- taking advice and additional support.

6. Quality Assurance

The school should monitor, evaluate and review its arrangements for your Induction. You should expect to be involved in this process. The school has appointed you to a post and wants to support your development, therefore they will seek to ensure that your Induction is providing you with the appropriate development opportunities. The Appropriate Body also has a role in the quality assurance of Induction of NQTs. You should expect both the school and Appropriate Body to ask for your views. One of your responsibilities is to alert others as soon as possible if you feel there are problems. This could be difficult for you but remember you have chosen teaching as a career and during the Induction period you need support. Teaching is very rewarding and if you are to get the most out of it you need the first few years to be positive.

Do not suffer in silence – ask for support. If you are experiencing difficulties, the earlier they are identified, the more quickly they can be addressed. Your school wants you to succeed and for its Induction arrangements to be successful. You can play an important part by giving feedback on your experiences and alerting the school if you feel its arrangements could be improved.

7. If things go wrong

You might feel that the school is not fulfilling its role and responsibilities with regard to your Induction. Make sure you know what your entitlements are and the roles and responsibilities of the school and Induction Tutor. If you have concerns about the content and/or delivery of the Induction programme you will obviously wish, in the first instance, to discuss this with your Induction Tutor at one of your regular meetings. Beyond this you should make use of the school's internal procedures for raising concerns. Generally this will mean speaking either

to your Induction Tutor, an Induction co-ordinator, staff development co-ordinator or the Headteacher. Who you speak to will depend on what your concerns are. Make sure that you ask for a written record of this discussion. If you are unhappy with the outcomes or the problems are outside of the school's systems and procedures then contact the Induction Co-ordinator for the Appropriate Body. It is also important that you consider membership of one of the professional associations for teachers. These also provide teachers with advice and support.

You might be assessed as not making adequate progress towards meeting the End of Induction Standard. If this is the case the Appropriate Body will have been informed and their Induction Co-ordinator will work with the school to ensure that appropriate additional support is provided. All involved in your Induction will be looking to support you so that you will meet the End of Induction Standard.

If at the end of the Induction period the Headteacher recommends that you have failed to meet the End of Induction Standard, and this is upheld by the Appropriate Body, then you can appeal to the General Teaching Council for Wales. If you choose not to appeal, then your school will dismiss you from your post.

If at the end of Induction there are still concerns but your Headteacher agrees that with an extension you will meet the End of Induction Standard then the Appropriate Body will be asked to agree that an extension of up to three school terms be allowed.

Detailed information can be found in the DELLS Guidance Circular on Induction.

8. Early Professional Development in years 2 and 3

Whilst you are in your second and third years your school will receive funding of £1,000 per year to support your EPD activities. An EPD mentor will also be assigned to provide you with support. The General Teaching Council for Wales are responsible for administering the EPD funding.

The objective of this stage of professional development is to enable new teachers to extend their professional knowledge and understanding, their teaching skills and professional characteristics through evaluation and reflection on their own practice and that of others. The support given during ITT and the Induction period equip the new teacher with their professional tool kit; the basic and key skills. Years 2 and 3 will allow them to hone these skills and establish patterns and habits of self-evaluation and reflection that will support their professional development during their career as a teacher. In each of the two years of this period of EPD, the teacher should undertake further professional development activities. Support from an EPD mentor and funding will allow you the time and other resources that will be necessary for the successful undertaking of the tasks that will support your professional development.

Full details of the EPD programme can be found in the Early Professional Development Section of this Handbook.

At the end of the Induction period you will be subject to the Performance Management arrangements of the school. These arrangements have similar features to those you will have experienced during Induction. Exact procedures may vary from school to school but all will follow a basic structure. Teachers meet with a team leader to discuss objectives for professional development and agree actions. The teacher then undertakes development activities and gathers evidence.