

NQT Autumn Update

MTL providers in operation in all government office regions in England

The TDA recently undertook a procurement exercise to secure sufficient providers to develop and deliver the Masters in Teaching and Learning (MTL) programme across the whole of England.

MTL providers are now appointed in all regions:

- in the North West, to deliver the MTL in all schools as the first stage in rolling out the MTL programme, and
- in the other eight regions as part of the package of support available to National Challenge schools and other secondary schools in challenging circumstances.

The MTL programme aims to further improve teacher quality, to raise standards in education, narrow gaps in attainment and give children better life chances. MTL providers are schools and higher education institutions (HEIs) working together as consortia to design and deliver the MTL to participants in schools.

The successful consortia in our government region is: Yorks and Humber MTL - Consortium Yorkshire and the Humber

Our region will now be joining the consortia appointed earlier this year.

Essential guide for NQT induction tutors

A new essential guide for NQT induction tutors has been produced by the TDA. Aspects of the guide and training materials designed to assist induction coordinators in training NQT induction tutors has been incorporated into the NQT handbook. A downloadable version of this will be available on [gowild](#).

This is to act as a supplementary aid to all induction tutors who may need to access the most up-to-date information at any time.

CWN vision and principles for induction

The Children's Workforce Network (CWN) has developed a vision and principles for induction for everyone working with children, young people and families in England.

These were developed in recognition of the diversity of induction arrangements that exist for staff across the children and young people's workforce, and of the need to provide a national strategic direction that would

support common understandings and consistent messages for employers, managers and staff across a range of sectors and settings.

The vision and principles build on research into induction arrangements across the children and young people's workforce conducted by CWN. The project was highlighted in the 2020 Children and Young People's Workforce Strategy in December 2008. The vision and principles provide a high-level definition of induction that embraces the wide spectrum of arrangements that exist across the children and young people's workforce. These range from statutory induction requirements for newly qualified teachers and social care staff, to introductory training programmes and induction activities that are specific to many job roles, and to induction arrangements relevant to a particular workplace.

While acknowledging the diversity of induction arrangements and needs, the vision and principles identify elements of good practice that should underpin induction for workers in all roles and settings. They lay emphasis on the Common Core of Skills and Knowledge for the Children's Workforce, and highlight the importance of preparing people to work in a multi-agency context by providing them with opportunities to meet people from other settings, to gain an understanding of the roles and priorities of other agencies, and of common tools and processes.

The vision and principles are not statutory guidance, nor are they intended to impose inflexible new requirements. They are intended to be used as a benchmark to inform the improvement of existing practice, as well as in planning future provision. While highlighting common elements of effective practice, they emphasise the importance of tailoring induction around the needs of individual settings and job roles.

The vision and principles highlight the responsibilities that rest with service leaders, managers and employers to provide effective induction, and the responsibilities of workers to undertake an induction. They emphasise the benefits for all three groups that arise when effective induction arrangements are in place.

The Training and Development Agency for Schools (TDA) is working with CWN partners to disseminate and promote the vision and principles. We will consult local authorities, schools and other stakeholders on how this resource can help embed good practice in schools and support multi-agency approaches to induction. We will keep you updated on these developments.

For further information see:

CWN Vision and Principles for Induction

<http://www.childrensworkforce.org.uk/induction/vision-and-principles>

2020 Children and Young People's Workforce Strategy

<http://www.dcsf.gov.uk/everychildmatters/strategy/childrenandyoungpeoplesworkforce/workforcestrategy/>

Common Core Review

TDA is working with the Children's Workforce Development Council (CWDC) and other partners on the Children's Workforce Network (CWN) to consult on and refresh the Common Core of Skills and Knowledge for the Children's Workforce (Common Core). The project was announced in the *2020 Children and Young People's Workforce Strategy* in December 2008.

The project will include

- consultation with parents, carers, practitioners, employers and other stakeholders to evaluate awareness of the Common Core
- a review of the Common Core's implementation, and
- a review of the content of the Common Core.

The project will produce a revised version of the Common Core by March 2010, as well as a report to the Department of Children Schools and Families (DCSF) and all relevant stakeholders on how best to further embed the Common Core in initial training across the children and young people's workforce.

Our priorities will be to ensure that the refreshed Common Core remains fit-for-purpose for the children's workforce in schools; that it can be easily incorporated into standards, qualifications and training for the school workforce; and that it supports the development of common elements in children's workforce qualifications in the spirit of the Integrated Qualifications Framework (IQF).

An online consultation is planned from July until the end of September 2009. NQT induction co-ordinators are encouraged to participate. Further information and a link to the consultation will be provided on the home page of the TDA website as soon as it becomes available in July.

For further information, see:

Common Core

<http://www.everychildmatters.gov.uk/deliveringservices/commoncore/>

2020 Children and Young People's Workforce Strategy

<http://www.everychildmatters.gov.uk/deliveringservices/childrenandyoungpeoplesworkforce/>

Integrated Qualifications Framework

<http://www.iqf.org.uk/>

Early professional development (EPD)

TDA 2009 early career teacher research

The Training and Development Agency for Schools (TDA) commissioned a repeat of its 2006 research and surveyed 1,300+ teachers in their second and third years of teaching in 2009. Many thanks to all of you who helped us to gather this information which provides a refreshed evidence base of the professional development priorities of early career teachers.

2009 research headlines

- Ninety-four per cent of teachers' performance management (PM) objectives were built on discussions at the end of their induction review compared with 78 per cent in 2006
- Nine out of 10 respondents identified their development needs for year 2 at the end of induction
- Where teachers had a training and development plan, 80 per cent believed it helped the transition from induction into their second year of teaching compared with 75 per cent in 2006
- Eighty-four per cent have taken on one or more additional tasks or responsibilities since completing their NQT year, compared with 86 per cent in 2006
- One-third of respondents teaching a new subject did not feel prepared, and
- Fifty per cent of teachers identified ways they could have better prepared themselves for new responsibilities (eg, more self-directed learning).

How to access the research

The executive summary of the research is available on the TDA website and can be found here: <http://www.tda.gov.uk/partners/cpd/epd.aspx>

EPD guidance

The research supports the TDA's online EPD guidance, the first national guidance on EPD for teachers and schools in England. It offers practical links to where EPD can usefully build on induction and dovetail coherently into the performance management cycle. It also informs and enables teachers themselves to become proactive participants in professional development. Critically, the guidance emphasises the role of everyone involved in EPD, including the early career teacher, in co-planning their development and career paths.

Using the guidance with teachers

Teachers will benefit from an introduction to the EPD teacher guidance during end-of-induction reviews and prior to PM reviews in years 2 and 3. Practical examples of local EPD provision in schools and local authorities can be found in the short, succinct case-studies as well as practical advice for teachers to support their own development in the guidance itself.

To access the guidance aimed at teachers in the first three years of career visit

www.tda.gov.uk/epdguidance

To access guidance aimed at those supporting teachers in the first three years of their career visit www.tda.gov.uk/epdsupport

Community cohesion for NQT induction

Globalisation and increasing diversity means children and young people today will, throughout their lifetimes, come into contact with people from different race, cultural, faith or socio-economic backgrounds. To achieve a cohesive and successful society, we need to help children to understand and appreciate diversity so they can fulfil their potential and become responsible, active citizens.

Education has a key role to play in building community cohesion by giving children and young people the skills, knowledge and opportunities to learn with, from and about those from different cultures, beliefs, age ranges and socio-economic backgrounds. Schools provide opportunities to engage and support the whole community, with schools being a resource for the whole community at the heart of DCSF's vision for 21st century schooling.

Duty on schools to promote community cohesion

In recognition of the importance of this role, DCSF has placed a statutory duty on all maintained schools to promote community cohesion with Ofsted assessing, through school inspections, each school's contribution in this area. Ofsted's inspection guidance is available from <http://www.ofsted.gov.uk/Media/Ofsted/Forms-andguidance2/Education-schools/s5/Community-Cohesion-Guidance-on-inspecting.doc>

In order to support schools, DCSF has:

- published guidance in July 2007, setting out how schools can contribute towards community cohesion – through teaching and learning, work on narrowing achievement gaps, and extended services and community engagement.

www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_Cohesion_Guidance and

- produced an online resource pack to provide schools with practical advice, support and examples of good practice.

www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack/

In addition, over the course of this year:

- QCA is developing curriculum planning guidance on community cohesion
- NCSL is building an e-learning module for school leaders, and
- the TDA will provide access to resources, research and evidence on community cohesion through the Teacher Training Resource Bank www.trb.ac.uk and the subject resource networks, and look to include further community cohesion guidance within the qualified teacher status standards.

GTCE induction results collection update – induction starters

The GTCE began collecting data on those starting induction for the first time in January 2009. Start dates will provide valuable information on newly qualified teachers (NQTs) as they progress through their induction programmes and will help to resolve many of the difficulties currently encountered by some who begin induction by mistake.

Up to now 20,000 start dates have been collected for NQTs commencing induction after 1 September 2008. From this data the GTCE has been able to identify and work with appropriate bodies to resolve common issues relating to:

- NQTs starting induction without having qualified teacher status (QTS)
- start date preceding award of QTS, and
- teachers starting induction even though they are exempt.