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Research on teachers' statutory induction

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Research on Teachers' Statutory Induction

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Views expressed in this report are those of the researchers and not necessarily those of the Welsh Government

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Glossary

Acronym/Key word	Definition
AB	Appropriate Body
ALN	Additional Learning Needs
ALNCO	Additional Learning Needs Coordinator
CSC	Central South Consortium
DBS	Disclosure and Barring Service
EAS	Education Achievement Service
EC	Education Consortia
ERW	Ein Rhanbarth ar Waith
EV	External Verifier
EWC	Education Workforce Council
FE	Further Education
GwE	Gwasanaeth Effeithiolrwydd
HLTA	Higher Level Teaching Assistant
IM	Induction Mentor
ITE	Initial Teacher Education (adopted term in Wales)
ITT	Initial Teacher Training (adopted term in England)
LA	Local Authority
NQT	Newly Qualified Teacher
PGCE	Postgraduate Certificate in Education
PLE	Professional Learning Experience
PLP	Professional Learning Passport
PPA	Planning, Preparation and Assessment
QTS	Qualified Teacher Status
SMT	Senior Management Team
TA	Teaching Assistant

Key Findings

Awareness, knowledge and attitudes towards statutory induction

- During the 2018/19 academic year, 1,167 teachers commenced their statutory induction in Wales. The number doing so has fallen over the last eight years. In the eight-year period since 2012/13 a total of 9,000 NQTs commenced their statutory induction in Wales.
- Just over half of all teachers who commence their statutory induction complete it within one academic year whilst a further quarter complete it within two academic years.
- Awareness and knowledge of teachers' statutory induction in Wales amongst newly qualified teachers (NQTs) prior to engaging with induction varies.
- Supply NQTs are the least informed about the requirements of the induction period. NQTs moving back, or into, Wales to undertake their induction are also less informed about induction requirements.
- Many NQTs who register as teachers, particularly supply NQTs, do not appear to be undertaking their induction in Wales despite efforts by the Education Workforce Council (EWC) to communicate the requirement to do so. As at January 2020, 345 NQTs were not undertaking statutory induction.
- Initial briefing sessions provided by Local Authorities (LAs) and Education Consortia (ECs) are an important method for NQTs to fully appreciate the requirements of the induction period.
- Recent efforts to communicate the requirements of teachers' induction to current trainees on Initial Teacher Education (ITE) programmes in Wales appear to have helped improve awareness.
- Many NQTs miss out on the opportunities available to them as part of their induction as they are not always identified or fully informed in a timely manner by key organisations.

- Whilst NQTs consider a period of induction as appropriate, the current programme is often perceived as a 'hoop' to jump through or a 'box to be ticked' in order to continue their career in the profession, as opposed to an initial step on a professional development journey.

Effectiveness of statutory induction

- A statutory induction period of one year is appropriate, but consideration should be given to extending aspects of the support in place (including a gradual reduction in non-teaching time and further mentoring or peer network support).
- The current arrangements for teachers' induction in Wales are well suited for most school-employed NQTs who are also provided with adequate support from their Induction Mentor (IM). However, there is a need for some fundamental changes to address the challenges faced by NQTs who don't fit these criteria.
- Two aspects of the teachers' induction programme require addressing as a priority:
 - the experience of supply NQTs undertaking induction is overwhelmingly challenging and there is a need to ensure that a more equitable experience is provided to this cohort
 - NQTs' experience of IM support varies significantly amongst school-employed NQTs and those undertaking supply do not currently access similar mentoring provision.
- Teachers' induction arrangements in Wales are complex, due to the involvement of a range of stakeholders and the need to accommodate the needs of employed and supply NQTs. There is a strong argument for simplifying the approach as much as is practically possible and adopting a different model for accommodating supply NQTs.
- ECs take a differentiated approach to the role of Appropriate Body (AB) and the delegation of that role. In ECs where the AB role is undertaken at LA level there is naturally a greater level of variation across that region in the

practices and systems which are adopted. Some LAs who undertake the AB lack resources to undertake their role.

- There is a wide range of excellent, detailed information to support teachers' induction available from a wide range of sources and organisations to those who are embarking upon a career in teaching.
- Professional learning opportunities provided as part of the induction are considered a strength of the approach and there are opportunities to build upon this provision.
- Supply agencies have come to play an increasingly greater role within teachers' induction in light of the increased numbers of NQTs undertaking their induction via this route and this needs to be acknowledged within the teachers' induction guidance by strengthening the requirements expected of supply agencies.

Recommendations

Six strategic recommendations are offered to strengthen teachers' statutory induction in Wales in the future.

Recommendation 1: We recommend that a statutory induction period of one year be maintained, but that consideration be given to extending the support after this duration. This could include providing mentoring and peer network support together with a gradual reduction in non-teaching time after the end of the statutory period.

Recommendation 2: We recommend that the Welsh Government considers how a more equitable experience of induction could be provided to supply NQTs. This could involve developing a distinct model specifically designed for supporting supply NQTs. It could include:

- an approach which aims to provide supply NQTs with greater experiences of consecutive periods of teaching within a single school

- extending the Supply Cluster Pilot project as a vehicle for providing longer-term supply teaching experiences to supply NQTs undertaking induction
- financially reimbursing supply NQTs for attending professional learning sessions
- recording eligible supply teaching experiences by using evidence already available via supply agency employment records to reduce the current burden upon supply teachers to collect this manually
- ensuring that supply NQTs access dedicated IM support. This could be achieved via EVs, supply agencies or built into the Supply Cluster Project approach
- clarifying the requirements upon schools to provide protected teaching time to supply NQTs placed with them.

Recommendation 3: We recommend that the Welsh Government, in conjunction with ECs and LAs, consider whether a more simplified structure could be applied to induction arrangements in the future. This might include reviewing the continued appropriateness, and the specific roles, undertaken by EVs, IMs and ABs. It should also consider the role and requirements expected of supply agencies, in light of suggestions offered at Recommendation 2.

Recommendation 4: We recommend that the Welsh Government considers how all NQTs could benefit from excellent IM support during their statutory teachers' induction. In light of changes which could stem from implementing recommendation 3, this might include exploring options for developing and delivering flexible training for IMs and enhancing the role of the IM in terms of status and financial recognition.

Recommendation 5: We recommend that the Welsh Government reviews the administrative and communication processes currently adopted by key organisations involved within teachers' statutory induction. We suggest that this review should explore the transfer of

information about newly registered schoolteachers to ABs and the process of contacting newly registered schoolteachers to engage them with induction.

Recommendation 6: We recommend that the Welsh Government, in conjunction with ECs, commission a quality-assured single, national programme of professional learning for NQTs which could be made available in a flexible manner. This programme should consist of core mandatory modules (to include an initial briefing session) which NQTs would be expected to complete during their induction period and additional modules which could be offered during the first two to three years of teaching.

1. Introduction

- 1.1 OB3 Research was appointed by the Welsh Government to undertake research on teachers' statutory induction.
- 1.2 The aim of the research was 'to generate evidence which will help inform policy development and the implementation of induction arrangements in the future'¹. It was intended that the research would achieve three specific objectives:
- to understand the views and experiences of newly qualified teachers (NQTs) undertaking induction
 - to understand the factors and/or conditions that can support or impede the effective implementation of statutory requirements of induction
 - to identify ways in which induction could be strengthened.
- 1.3 Four specific research questions were established for the study, relating to:
- awareness, knowledge and attitudes towards the requirements of statutory induction
 - the effectiveness of statutory induction in building upon Initial Teacher Education (ITE), providing professional experiences, supporting practitioners to reflect on their own practice and preparing newly qualified teachers (NQTs) for lifelong learning and a career in teaching
 - the conditions which support or hinder effective induction
 - ways in which induction could be strengthened to support the objective of developing a highly-skilled workforce in Wales.
- 1.4 The methodology adopted involved desk-based research and fieldwork with educational consortia (ECs), local authorities (LAs), NQTs, external verifiers (EVs), supply teacher agencies and the Education Workforce Council (EWC).
- 1.5 This report is presented in eleven chapters as follows:
- chapter one: introduction to the report

¹ Research specification.

- chapter two: an outline of the study methodology
- chapter three: sets out the background, the regulatory context and data on NQTs in Wales
- chapters four to ten: presents the findings of the fieldwork with contributors
- chapter eleven: presents our conclusions and recommendations for future Welsh Government policy and practice.

2. Methodology

- 2.1 This chapter sets out the method deployed for undertaking the research, provides an overview of the characteristics of Newly Qualified Teachers (NQTs) who contributed and discusses key methodological considerations in undertaking the study.

Method

- 2.2 The research, which was undertaken between October 2019 and February 2020, involved the following elements of work:
- an inception stage, which included an inception meeting with Welsh Government officials, scoping interviews with educational consortia representatives and the preparation of a refined methodological approach and project plan
 - desk-based research, which involved an analysis of relevant policy and regulatory documents including Welsh Government publications relating to teachers' induction programme; Education Workforce Council (EWC) data on the number of individuals undertaking induction; and documentation provided by Education Consortia (ECs) and Local Authorities (LAs) relating to their NQTs' training programmes
 - preparing five qualitative discussion guides to be deployed for interviewing NQTs and EVs as well as representatives from LAs, ECs, EWC and supply teacher agencies
 - identifying, selecting and inviting NQTs to participate in focus group discussions
 - undertaking seven focus groups with a total of 37 NQTs. Two focus groups were held in each EC region, other than in the region served by the Education Achievement Service (EAS) where one was held. The profile of contributors is set out at paragraph 2.3

- interviewing:
 - representatives from ten LAs across the regions served by Ein Rhanbarth ar Waith (ERW) and Gwasanaeth Effeithiolrwydd (GwE)
 - four representatives from each of the ECs (ERW, GwE, EAS and Central South Consortium {CSC})
 - four EVs², one from each of the EC regions
 - four supply agencies
 - three representatives from EWC.
- preparing and distributing a short bilingual questionnaire for supply agencies to complete. The questionnaire was sent to 75 contacts across 60 supply agencies in total. Responses were received from six, with one of these also included in the sample of those interviewed
- synthesising the findings of the fieldwork and preparing this report.

Profile of NQTs who contributed to the research

2.3 Of the 37 NQTs who contributed to the research:

- four were based in the EAS region, 11 across the CSC region, 12 across the ERW region and 10 across the GwE region
- just under two-thirds, 28, were working in a primary maintained setting, eight were in a secondary maintained setting and one worked at an independent school
- two-thirds of participants, 25, were women and 12 were men
- six were teaching (at least in part) through the medium of Welsh
- three-quarters, 29, had some experience of undertaking supply teaching and 18 were undertaking supply work, be that short-term or long-term, at the time of attending the focus groups

² One was also interviewed in their capacity as an EC representative.

- seven had completed their induction and all but two of these attended a focus group arranged by CSC for those who were currently in their second year of teaching
- in all, 16 had started induction within the last year, a further 17 had started within the last one to two years and four had started induction since autumn 2017 or earlier.

Methodological considerations

2.4 There are several methodological issues that merit consideration within this research:

- we were reliant upon ECs and LAs to identify and recruit NQTs to participate in focus group sessions. Instructions were provided in each case on the broad profile of individuals required to ensure a wide cross-section in terms of geography, school setting, language medium of setting, duration of teaching experience and status of NQT employment (i.e. employed by school or supply agency). Due to the extensive feedback already gathered across EAS via recent evaluation work the focus group in this region was specifically targeted at supply NQTs. ECs and LAs were encouraged to openly invite NQTs to the focus groups. Participants' different levels of knowledge of the induction programme and engagement with key players would suggest that the research has been informed by a good cross-section of NQT experiences. In one case (second year teachers who had recently completed induction) individuals had been selected and targeted by the EC, and tended to include individuals who had been used to provide talks to current NQTs as part of the EC's training events
- the Welsh Government agreed to reimburse schools (for the costs of arranging half a day's supply cover) and agencies (to reimburse supply NQTs), in order to encourage NQTs' participation at the focus groups. Three of the focus groups were arranged either as twilight sessions after school or during lunchtime, in order to reduce the costs incurred for supply cover

- the overall sample of NQTs who contributed to the research was lower than planned (37 compared to a target of between 60 and 70). This was due to several factors: it was agreed that only one focus group would be held across the EAS region given the wealth of evidence already available from NQTs in this area; despite offering to hold three focus groups in different locations across the ERW region NQTs were prepared to travel to two sessions held in Carmarthen and Swansea; and some focus groups were only attended by very few individuals (e.g. one focus group in the GwE region was only attended by two NQTs despite arranging it at a school which employed more NQTs). With hindsight, it was perhaps unrealistic to expect each focus group to be attended by between seven and eight NQTs and a more realistic target would have been between five and six attendees
- despite this, the NQTs who contributed to the focus groups provided a good cross-section in terms of gender, geography, education setting and nature of employment. The sample of NQTs with experience of teaching through the medium of Welsh (six in all) recruited was low and therefore only serves to provide examples within the range of their induction experiences, although feedback was also gathered from a further three Welsh speakers undertaking their induction through the medium of English in one region
- the response from supply agencies was low, in that only nine out of the 60³ who were approached either for an interview or via a questionnaire contributed to the research in total despite efforts by the researchers and Welsh Government to encourage their participation via e-mail and follow-up phone calls. All nine agencies have been appointed to the new National Procurement Service supply teachers' framework. As such, care should be taken when interpreting the findings from this sector given that they are not representative of the overall population. We are of the view that those who have contributed to the research are those

³ Of these, 27 supply agencies are on the National Procurement Service supply teachers' framework.

supply agencies which demonstrate the most effective practice and engage with Welsh Government, ECs and LAs.

3. Literature Review

- 3.1 This chapter sets out an analysis of relevant policy and strategy documents of relevance to teachers' induction, including Welsh Government publications and EWC data on the number of individuals undertaking induction in Wales. It also considers the regulatory context and current guidance for teachers' induction together with documentation provided by ECs and LAs relating to their NQTs training programmes.

Policy and regulatory context

- 3.2 The Welsh Government is committed to 'developing a high-quality education profession' as set out in its strategy for the education sector up until 2021, **Our National Mission**⁴. In order to achieve this commitment, the strategy states that the Welsh Government will 'support teachers in Wales to be lifelong professional learners that reflect on and enhance their own practice to motivate and inspire children and young people'⁵. The strategy also sets out the Welsh Government's agenda to reform curriculum and examination, to improve training for teachers, to establish a National Academy for Educational Leadership and to revise Professional Standards for Teaching and Leadership.

Relevant reviews

- 3.3 Several recent reviews have offered important recommendations which have informed Welsh Government policy and provision.
- 3.4 Initial teacher education (ITE) provision in Wales has been subject to a number of reviews over the last few years including Professor Furlong's Review of Initial Teacher Training Provision in 2006⁶ and **Professor Ralph Tabberer's review** of teacher training quality and consistency in 2013⁷. The Tabberer review recommended that provision be made available for NQTs to help them demonstrate how they continue to meet the

⁴ Welsh Government (2017) '[Education in Wales: Our national mission Action plan 2017-21](#)'.

⁵ Ibid. p.25.

⁶ Furlong et al (2006) 'Review of Initial Teacher Training Provision in Wales' A report to the Welsh Assembly Government.

⁷ Professor Ralph Tabberer (2013) '[A Review of Initial Teacher Training in Wales](#)'.

Professional Standards for Teaching and Leadership over their first three to five years of teaching so as to ‘provide a clear path to guide teachers’ early career progression’⁸.

- 3.5 More recently, Professor Furlong’s report, **Teaching Tomorrow’s Teachers**⁹, emphasised the need for initial teacher education to be a partnership between the student, provider and schools. The report acknowledges that the significant educational reform, implemented following recommendations offered by the Donaldson Review in Wales, would ‘significantly raise the bar’ in terms of what would be expected of teachers. As a result, the Furlong report forewarns that ‘Wales will need a different type of teacher professional; one who has significantly more responsibility, one who understands the ‘why’ and the ‘how’ of teaching as well as the ‘what’ [which will] have major implications for both initial teacher education and CPD’¹⁰.
- 3.6 The **OECD’s rapid policy assessment**¹¹ considers the long-term educational reforms adopted by the Welsh Government since 2014 and offers recommendations for the future. The reports states that further policy attention is required in order to develop ‘a high quality teaching profession’¹² and recommends that ‘a national approach to professional learning across all career stages’ is required so that the education sector has the capacity to implement the new curriculum. In relation to the induction of new teachers, the report concludes that ‘little is known about the quality of induction programmes in Wales’ and recommends that the Welsh Government ‘consider looking into the matter in a few years, after its current reforms are at advanced stages of implementation’¹³.

⁸ Ibid. p.24.

⁹ Professor John Furlong (2015) [Teaching Tomorrow’s Teachers](#).

¹⁰ Ibid. p.38.

¹¹ OECD (2017) [The Welsh Education Reform Journey. A Rapid Policy Assessment](#).

¹² Ibid. Executive Summary.

¹³ Ibid. p.31.

- 3.7 The **OECD's**¹⁴ **review** of the extent to which schools in Wales are developing as learning organisations found that whilst most schools were taking steps towards this, a 'considerable proportion' were 'still far removed from realising this objective'. The report offers a number of recommendations relating to the development of professional capital within schools which are relevant to NQTs as well as the wider workforce. One key message is the need to prioritise professional learning in enquiry-based approaches by strengthening induction programmes and 'promoting mentoring and coaching, observations and peer review'¹⁵.
- 3.8 An **independent review of school teachers' pay and conditions in Wales**¹⁶, led by Professor Mick Waters, found that 'the start to the profession is too abrupt in the move from training to qualification'¹⁷. The review found that mentoring and support ceases after the first year in school. The review also found that 'teachers in the early career stage should be better supported in terms of their working life'¹⁸ and that 'more effective support for teachers in their early careers' should be put in place¹⁹.
- 3.9 The review recommended that teachers, in order to meet the new Professional Standards for Teaching and Leadership in their early stages of their career, be supported for four years and should 'carry a reduced teaching commitment in addition to current planning, preparation and assessment time of 10% in year 1 and 5% in year 2'. The panel who undertook the review considered whether the period of induction for NQTs should be extended to two years but concluded against this on the basis that it would not be on par with the one-year induction period in place in England at the time (discussed further at section 3.41).

¹⁴ OECD (2018) [Developing Schools as Learning Organisations in Wales](#).

¹⁵ Ibid. p.16.

¹⁶ Professor Mick Waters (2018) [Teaching: A valued profession](#).

¹⁷ Ibid. p.34.

¹⁸ Ibid. p.35.

¹⁹ Ibid. p.35.

3.10 The **Ministerial Supply Model Taskforce**²⁰, in its review of the delivery of supply teaching in schools, recommended that the Welsh Government consider how supply NQTs ‘might benefit from more structured performance management arrangements together with the opportunity to access regular professional learning opportunities’²¹. In response, the Welsh Government has taken steps to enable supply teachers to access professional learning opportunities, including access to Hwb, the Welsh Government’s education learning platform, and also to consider how ‘newly qualified teachers who do not obtain permanent teaching posts when completing initial teacher education can access regular professional learning opportunities and are adequately supported during their induction year’²².

Key developments

3.11 Recent changes and developments which have taken place across the education sector have a bearing upon the responsibilities and expectations of new teachers. These include **the introduction of a new curriculum**: the recent publication of the Curriculum for Wales guidance²³ in response to recommendations made within Professor Graham Donaldson’s review²⁴ will result in the introduction of a new approach to teaching young people across schools in Wales. The new curriculum, based upon six areas of learning and experience and three cross-curricular responsibilities, will be adopted throughout Wales from September 2022.

3.12 **New Professional Standards for Teaching and Leadership** were published in September 2017²⁵ by the Welsh Government which set out the skills, knowledge and behaviours expected of student teachers, NQTs and serving teachers and leaders. The new standards are expected to help achieve the Welsh Government’s vision for education in Wales and to

²⁰ [Ministerial Supply Model Taskforce](#) (2017).

²¹ Ibid. p.8.

²² [Written Statement Cabinet Secretary for Education \(2017\)](#).

²³ [Curriculum for Wales](#).

²⁴ Donaldson, G (2015) [Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales](#).

²⁵ [Professional standards](#).

realise its educational reform objectives, including reforms to initial teacher education and the implementation of a new curriculum. The single set of standards replaced three of the previous ones in place for Qualified Teacher Status (2009), Practising Teachers Standards (2011) and Leadership Standards (2011) as recommended by the Tabberer review. The standards consist of five elements which revolve around effective teaching and learning, namely Pedagogy, Collaboration, Innovation, Professional Learning and Leadership. In addition, six overarching values and dispositions accompany the professional standards. The standards' development was led by Professor Mick Waters with sustained input from the profession, have been subject to wide consultation and piloting. They were published in September 2017, with newly qualified teachers (NQTs) working towards them on a statutory basis and all serving teachers and leaders adopting them from September 2018 onwards. Initial Teacher Education (ITE) provision adopted them in September 2019. Professional standards for assisting teaching were also published in 2019 for teaching assistants and higher-level teaching assistants.

- 3.13 It is expected that teachers use the **Professional Learning Passport** (PLP) hosted by the Education Workforce Council to reflect on their practice and demonstrate that they are meeting the new professional standards for teaching and leadership. The on-line platform allows all registered users to record their professional learning and all NQTs undertaking their induction are expected to use the passport to access and complete their Induction Profile.
- 3.14 The **National Approach to Professional Learning (NAPL)**²⁶, launched in 2018, has been developed by the Welsh Government to address the variation across Wales in terms of professional learning provision and experiences. It is intended that the approach provides a model of interconnected elements which sets out:
- the provision and support which practitioners can expect to receive from the system

²⁶ [National approach to professional learning](#).

- the design criteria for professional learning activities, resources and processes
- the Welsh Government's expectations of the system's behaviour in order to make policy and resourcing decisions transparent to the middle tier and schools

3.15 These developments are reinforced within the recently published **Workforce Development Plan**²⁷ which sets out the Welsh Government's ambitions for an effective workforce planning system. One section of the plan focuses on an individual's journey through the profession. The plan states that there will be 'a restructure of the statutory induction period' and that 'a programme of support for newly qualified teachers'²⁸ will be developed. The plan sets out an Early Career Support Package for practitioners which would include 'a refocusing of induction and review of the current arrangements'²⁹. It states that a review of induction arrangements will be undertaken during 2019-21 with a specific focus on understanding the factors that lead to successful completion of induction via the short-term supply route and a review of regional education consortia support programmes for NQTs undertaking induction. The plan also sets out the Welsh Government's intention to develop a national coaching and mentoring programme for NQTs and those in their first four years of teaching and a national professional learning programme to support teachers during their induction and early career.

Supply teachers

3.16 The Welsh Government introduced a **new National Procurement Service supply teachers' framework**³⁰ for Wales in September 2019, following a procurement exercise. Schools who meet their supply teacher needs via supply agency staff are encouraged to use framework agencies as they have demonstrated that they meet specific requirements such as ensuring

²⁷ Welsh Government (2019) [Investing in excellence: Our national workforce development plan 2019-21](#).

²⁸ Ibid. p.7.

²⁹ Ibid. p.31.

³⁰ [Supply teachers](#).

that all qualifications, suitability and Disclosure and Barring Service (DBS) checks have been made. Of particular relevance to this review is that all framework agencies are required to offer relevant professional learning for employees and ensure that appropriate support is given to all NQTs to enable them to meet induction requirements.

3.17 In October 2017, a **school-based supply cluster pilot**³¹ was established to improve the way supply teachers support schools. The pilot supported 18 school cluster projects across 15 LAs to trial approaches to employing recently qualified teachers on a supernumerary basis to manage absence cover. An independent evaluation of the approach found that the pilot:

- successfully found alternative and innovative ways of addressing teacher absence cover
- supported 38 supernumerary teachers to successfully complete their NQT induction
- provided NQTs with positive induction experiences in contrast to the challenges faced as daily supply teachers. The mentor support was identified as a strength whilst a weakness was the lack of ‘regular teaching experiences in classes to allow for the preparation/evaluation element required to achieve the NQT induction’³².

3.18 The evaluation recommended that a second phase of the supply cluster model be supported and, if targeted at NQTs, that greater consideration be given to:

- who has responsibility for organising NQT support and training
- planning blocks of teaching time when allocating a timetable for NQTs to allow them to achieve their induction
- establishing and facilitating ‘a network to provide those in the role [of NQT] with peer support’³³.

³¹ Welsh Government (2019) [Evaluation of the School Based Supply Cluster Model Project](#).

³² Ibid. p.38.

³³ Ibid. p.60.

Attractiveness of teaching and retention of teachers

- 3.19 A study on the attractiveness of teaching and retention of teachers in Wales³⁴ found that the factors which helped to strengthen a commitment to teach amongst NQTs included having access to supportive mentors, particularly a recently qualified mentor, feeling part of a team and receiving advice about training options. Factors which were identified as causing doubt about continuing to teach amongst NQTs included lack of support in school, lack of feedback about their work and the need to compile evidence files. The report makes the case that ‘effective and consistent professional support during ITE, NQT induction, early career teaching ... is an essential component for retention’³⁵ and that ‘the quality and consistency of mentoring for all practitioners in the early years of their careers’ is an important consideration. The research concludes that mentors should ‘have the required training and to be given time to devote to the role’, ‘the personal attributes which meant they were approachable and supportive’ and ‘provided high-quality feedback as part of their support’³⁶.

Induction arrangements for new teachers

- 3.20 The **Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015**³⁷ states that all NQTs in Wales who gained qualified teacher status (QTS) after 1 April 2003 are required to serve an induction period at a maintained school in Wales, unless they fall into an exemption category. In certain circumstances, induction may be carried out in another appropriate establishment such as an independent school or Further Education (FE) college in Wales or England.
- 3.21 The reduction in the availability of long-term teaching contracts for NQTs resulted in the Welsh Government allowing NQTs to fulfil their statutory obligation via part-time and/or via short-term supply routes. Therefore,

³⁴ Beaufort Research and NFER (2019) [Research Study on the Attractiveness of Teaching, and Retention of Teachers](#). Cardiff: Welsh Government, Government, GSR report number 09/2019.

³⁵ Ibid. p.108.

³⁶ Ibid. p.113.

³⁷ [The Education \(Induction arrangements for School Teachers\) \(Wales\) Regulations 2015](#).

since 2012, flexibility has allowed NQTs to undertake induction via short-term supply.

- 3.22 The most recent Welsh Government guidance '**Induction for newly qualified teachers in Wales**' sets out the current induction requirements for NQTs in Wales³⁸. It specifies that all NQTs commencing their induction period from the beginning of September 2017 must demonstrate how their practice meets the new professional standards for teaching and leadership. The guidance also sets out the support that NQTs can expect to receive during their induction, and how they are assessed as having met the professional standards.
- 3.23 The **School Teacher Appraisal (Wales) Regulations 2011**³⁹ set out performance management processes for the teaching profession. However, NQTs who are undertaking their statutory induction period are exempt from these regulations but are required to undertake a similar process whereby they should discuss with their mentor how they will evidence their work against the relevant professional standards. NQTs are required to demonstrate that they meet all of the relevant descriptors in the professional standards in order to complete their induction successfully.
- 3.24 The Welsh Government guidance specifies that the purpose of statutory induction is to:
- 'contribute to building an excellent teaching workforce for the benefit of all learners
 - support NQTs to have the best start to their teaching career
 - provide all NQTs with the opportunity to develop their practice by focusing on the requirements set out in the professional standards
 - prepare all NQTs for their career as a teacher by establishing the skills and behaviours that they need to build on throughout their career
 - ensure that all NQTs focus on national priorities

³⁸ Welsh Government (2017) [Induction for newly qualified teachers in Wales](#).

³⁹ [The School Teacher Appraisal \(Wales\) Regulations 2011](#).

- ensure that NQTs are equipped to meet the challenges of the education reform agenda
- ensure that NQTs focus their professional learning on the most effective methods and approaches, including reflective practice, effective collaboration, coaching and mentoring, and effective use of data and research evidence
- build on the experiences gained in initial teacher education (ITE) to support career-long professional growth⁴⁰.

3.25 The guidance sets out the role of the **induction mentor** (IM) as being to provide high-quality mentoring and supervision as well as day-to-day support to the NQT. The IM is usually expected to be based in the same school as the NQT but may also work with a group of NQTs undertaking induction via short-term supply across a number of schools. They are also expected to work with the EV to provide a recommendation to the appropriate body on the outcome of the induction period.

3.26 **External verifiers** (EVs) are funded by the Welsh Government via the Education Workforce Council (EWC) to quality assure the induction arrangements on behalf of the appropriate body. They are expected to make a recommendation to the appropriate body on the outcome of the induction period.

3.27 The **appropriate body** (AB) has ‘overall responsibility to ensure that induction meets the statutory requirements and uses assessment evidence to make the final decision on the induction outcome⁴¹. Local authorities must serve as ABs, although this role can be delegated to a regional education consortium.

3.28 Employment or supply agencies are expected to provide the necessary support to NQTs, where some or all of their induction is via this route.

⁴⁰ Ibid. p.2-3.

⁴¹ Ibid. p.3.

- 3.29 The EWC is responsible for collecting, collating and maintaining a central source of data about NQTs undertaking induction as well as administering induction funding to schools. EWC hosts and provides access to the online Induction Profile via the Professional Learning Passport (PLP) ‘to enable NQTs to reflect against the relevant professional standards and record their professional experiences’⁴²
- 3.30 In accordance with the regulations, the Welsh Government guidance states that all NQTs must complete an induction period of three school terms or equivalent, amounting to 380 school sessions. The guidance stipulates that ‘there is no limit to the time they may take to do this’⁴³ which takes into consideration those working part-time or undertaking supply teaching.
- 3.31 The guidance sets out the support which NQTs are entitled to during their induction period, including from their induction mentor.
- 3.32 The guidance also stipulates the entitlement of NQTs to reduced teaching time during their induction period. In accordance with the regulations, a teacher serving an induction period ‘should not teach for more than 90 per cent of the time that a teacher at the school would normally be expected to teach’⁴⁴. The guidance states that NQTs are entitled ‘to a further 10 per cent reduction in their remaining teaching timetable ... for planning, preparation and assessment’⁴⁵. Schools receive Welsh Government funding, administered by the EWC to meet the costs associated with a reduced NQT timetable . The Welsh Government does not provide funding to cover the costs associated with IM support for NQTs.
- 3.33 Information set out on EWC’s website⁴⁶ specify the steps which NQTs must follow when embarking upon their teachers’ induction period:
- when qualifying as a teacher in Wales, the EWC provides notification to the individual that they have been awarded QTS and they are provided with a unique teacher reference number

⁴² Ibid. p.3.

⁴³ Ibid. p.5.

⁴⁴ Ibid. p.8.

⁴⁵ Ibid. p.8.

⁴⁶ [Education Workforce Council](#).

- in order to practice as a schoolteacher in Wales, individuals must register with the EWC
- schools must notify the EWC (via the induction notification form) that an NQT starts a period of induction at the school within ten working days of the commencement of the period of induction
- NQTs who undertake induction as short-term supply teachers must notify the EWC (via the induction as a short-term supply teacher notification form) that they are commencing a programme of induction within ten working days of the commencement of their first session as a short-term supply teacher
- NQTs must complete an Induction Profile via their online EWC record.

Professional learning programmes

3.34 NQTs can expect to access professional learning opportunities over the course of their induction period. Each EC or LA publishes its annual training programme for NQTs and their provision for this academic year (2019/20) are set out below.

GwE

3.35 The professional learning programme is delivered by both LAs and the educational consortia across a total of five days. During the autumn term each LA delivers a common programme over a two-day period covering statutory aspects such as child protection, online safety, Additional Learning Needs (ALN), classroom management and the initial development of their Induction Profile. However, there is some variation in the content and structure of these LA sessions as they vary from 1.5 to 2.5 days across the six LAs. From the spring term forward, provision is delivered by GwE at three different locations across the region to ensure appropriate linguistic and geographical support. Provision is focused on curriculum issues including literacy, numeracy, digital competency, the new curriculum and reflective teaching. The LAs provide one-day's training for IMs including a

half day update training session for current IMs and GwE provides dedicated training for EVs.

ERW

3.36 Each of the six LAs delivers a similar training programme to NQTs. Each programme consists of up to six professional development days, as set out at Table 3.1. In three cases, training is made available to mentors and in two cases, to external verifiers. As is the case across GwE, there is some variation in the content of these sessions: for instance, one LA has introduced an additional session on pedagogy and reflecting on practice for their NQTs during this academic year, in addition to what is provided by all LAs.

Table 3.1: Professional learning programme across the ERW region (2019/20)

	Pembrokeshire	Cardiganshire	Ceredigion	Neath Port Talbot	Swansea	Powys
Welcome event	x	x	x	x	x	x
Communication skills	x					
Creating a positive learning environment	x	x	x	x	x	x
Reflective practice	x	x				x
Digital competency / safeguarding	x	x	x	x	x	x
Literacy and/or numeracy	x	x	x	x	x	x
Additional Learning needs		x				
EAL learners				x	x	
Leading an action research project					x	
Induction Mentor training	x			x		x
External Verifier training	x			x		

EAS

3.37 Across EAS, a 4.5 day programme of professional learning is provided and consists of an introductory session followed by four professional sessions delivered at the 38 professional learning schools⁴⁷ within the region. The

⁴⁷ Professional learning schools apply to EAS to deliver and support professional learning opportunities across the region. They deliver professional learning sessions to practitioners including TAs, NQTs and experienced teachers and leaders as well as train other schools to deliver this provision.

themes covered are influencing learners, refining teaching, professional practices and advancing learning (to include a visit to an alternative setting). The initial half day briefing is provided by EAS and the remaining four days provided by an EV with responsibility for Professional Learning Schools. All professional learning sessions include an element of live practice observation.

CSC

- 3.38 A five-day programme branded as 'Aspire' is made available to NQTs and delivered across 18 professional learning settings within the five LA areas covered by CSC.
- 3.39 CSC also deliver a condensed Aspire course to NQTs completing induction via short-term supply. A two-day programme is provided and NQTs are paid through their supply agency to attend.

A review of EAS provision for NQTs, Manchester University.

- 3.40 A recent review of support available to NQTs across the EAS region⁴⁸ draws upon the views of 46 NQTs interviewed across 13 focus groups between March and May 2019. The review considers the model of support in place for NQTs which includes EAS facilitated induction sessions, followed by twilight and four full Professional Learning Days hosted at Professional Learning Schools. The review found that:
- Professional Learning Days were highly regarded by NQTs, particularly in terms of the value of networking with other NQTs, observing live practice and having a safe space for professional dialogue
 - the quality and accessibility of mentor support received varied. The review recommends that all mentors 'have the time required to complete the role well, and support for mentor professional learning'⁴⁹

⁴⁸ Manchester Metropolitan University (2019) EAS Support for newly qualified teachers – NQT focus group report. Unpublished.

⁴⁹ Ibid. p.9.

- induction experience depended upon the employment status of the NQT, with those undertaking induction through supply facing greater issues. The review recommends that 'equity of experience for all NQTs irrespective of tenure' be adopted
- there is a need to review the functionality and appropriateness of the PLP so that it better supports professional growth and learning
- there is a need to strengthen research literacy amongst NQTs so that they make greater use of research evidence to enhance their teaching practices.

Recent developments in England

3.41 In December 2017, the Department for Education launched a public consultation on proposals to strengthen Qualified Teacher Status (QTS) and improve teaching career progression⁵⁰. The proposals included awarding a QTS (provisional) award to individuals successfully completing their initial teacher training course and extending the induction period from one year to two years, with QTS awarded at the end of this longer induction period. These proposals were set out on the basis that the current system of qualifying means that 'QTS is awarded at the end of ITT, but a teacher is not 'fully qualified' until they have passed their statutory induction year. If they fail to successfully complete this year, they are not allowed to teach as a qualified teacher in a maintained school, yet they still hold QTS'⁵¹. The proposal to extend the induction period to two years is made on the basis that this provides new teachers with a longer period of time to develop their professional knowledge and practice.

3.42 The consultation also proposed the development of a structured early career content framework which would be a 'set of core knowledge and professional skills that all teachers should have developed to a certain standard during their time as an NQT, in order to be awarded QTS'. The

⁵⁰ Department for Education (2017) [Strengthening Qualified Teacher Status and improving career progression for teachers](#).

⁵¹ Ibid. p.13.

consultation considers a number of options for how this approach could be implemented.

3.43 Furthermore, the consultation also proposed to provide stronger mentoring support for new teachers and early career teachers. These included:

- reviewing existing ITT mentor standards to make them appropriate for mentors of new teachers
- introducing a new mentor role into statutory induction guidance to work alongside the current induction tutor role
- strengthen statutory induction guidance to require schools to provide more frequent mentoring sessions
- commission high-quality training for mentors or expanding existing training if it is of sufficient quality
- development of a structured early career content framework setting out what all teachers need to know and areas for development.

3.44 In its response to consultation responses, the UK Government set out its intentions⁵² and confirmed that it would across England, inter alia:

- introduce an Early Career Framework (ECF) for the induction period to ensure that new teachers have more support and schools have more guidance about what they should be offering
- extend the statutory induction period for new teachers from one year to two years. This change will not impact teachers' pay however and salaries are to be maintained on the qualified teacher pay scale
- review ITT mentor standards to make sure they are applicable to NQT mentors in schools as well as in ITT settings
- amend the statutory induction guidance to create a new role of mentor in addition to the induction co-ordinator/tutor.

⁵² Department for Education (2018) [Strengthening Qualified Teacher Status and improving career progression for teachers](#).

3.45 However, the UK Government confirmed that it would not change the awarding arrangements for QTS across England and that it would continue to be awarded at the end of the ITT.

EWC data on individuals undertaking induction

3.46 During the academic year (AY) 2018/19, 1,167 teachers commenced their statutory induction in Wales. The number of teachers commencing statutory induction in Wales has fallen over the last eight years, as shown at Table 3.2. Over this eight-year period a total of 9,000 NQTs commenced their statutory induction in Wales.

Table 3.2: Numbers of NQTs commencing induction in Wales

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Number	1,604	1,362	1,323	1,236	1,099	1,209	1,167

Source: EWC

3.47 Just over half of all teachers who commence their statutory induction complete it within one academic year whilst a further quarter complete it within two academic years. Discounting for those who only started induction in the last two years, some one in ten of those who commenced induction since 2012 have not completed it. Only three of those who have commenced induction since 2012 have failed to meet the required standards.

3.48 According to data supplied by EWC, as at November 2019, 438 individuals who had been awarded qualified teacher status (QTS) before August 2019, had registered in the category of ‘teacher’ and were required to undertake statutory induction, were not doing so. This was lower than the number not doing so during the previous academic year, when 549 individuals were recorded as not having commenced induction.

3.49 The majority of those not undertaking induction as at November 2019 (370 of 438) were supply teachers whilst a minority (68) were teachers employed in schools. Three-fifths of these (271 of the 438) had recently registered with EWC as teachers whilst the remaining third (167) had received previous correspondence regarding the requirement to undertake induction.

3.50 The number of teachers not undertaking induction reduces over the academic year, in part due to EWC's efforts to correspond with these individuals to re-iterate the requirement. By January 2020, the number not undertaking induction had dropped to 345. Of these, the majority (284) were supply teachers and a minority (61) were teachers employed in schools.

4. Awareness and attitudes to statutory induction

4.1 This chapter presents the findings of the fieldwork with newly qualified teachers (NQTs), External Verifiers (EVs) as well as representatives from Education Consortia (ECs), Local Authorities (LAs), Education Workforce Council (EWC) and supply agencies in relation to NQTs awareness and attitudes towards statutory induction.

Awareness of statutory induction

4.2 Prior to commencing their statutory teachers' induction, levels of awareness about what it entailed varied amongst NQTs. The vast majority of NQTs who contributed to the focus groups recalled having at least a vague understanding that they needed to undertake an induction period, usually perceived to be a year of teaching experience, but the majority of NQTs did not fully understand what this would involve and what would be required of them after completing their Initial Teacher Education (ITE) course. Supply NQTs were the least informed at the outset of their induction period about the practical aspects of the process, such as when and how they could start their induction.

4.3 ECs and LAs echoed the views of NQTs, adding that from their own experience, NQTs generally lacked a detailed understanding of what statutory induction would entail at the outset. ECs, LAs and supply agencies reported that awareness amongst English Higher Education Institutions (HEI) -trained NQTs of Welsh induction requirements was usually low, although those who had recently trained at Chester University were considered to be better informed since their recent accreditation as an ITE provider in Wales.

4.4 NQTs broadly accepted the concept of a statutory induction period and welcomed it as it meant they were not being 'thrown in at the deep end with no support in place'. Despite this, NQTs commonly perceived the induction year as another hoop to get through and a few feared failing it:

'[induction] is sold as something you have to get through. They tell you that you can't re-sit it if you fail, and that focuses the mind.' (NQT)

4.5 EC and LA representatives echoed this, adding that the induction year was very much considered by NQTs 'as another box to be ticked' and perceived it as something which 'needs to be done to get it out of the way'.

4.6 NQTs had come to be informed about the requirements of the statutory induction period through a variety of ways. The initial briefing provided by ECs or LAs was considered critical by those NQTs who had attended these sessions:

'I didn't have a clue before.' (NQT)

'Come September we had an email from [name of LA] inviting us to an NQT induction day and I came out of that and I thought, oh my god.' (NQT)

4.7 Information provided by schools, including via IMs, was also identified as an important source for some employed NQTs. Many NQTs, particularly those who had embarked on the supply route initially, had also picked up initial information via informal methods such as from their ITE peers and current colleagues. A few NQTs reported that supply agencies had informed them about induction, with one noting:

'It was only when my supply agency flagged it up ... someone asked me whether I was doing the induction. I don't think they would have noticed in a bigger agency.' (NQT)

4.8 Generally, NQTs from across the two south east regions were better informed about teacher induction requirements, although this could be due to the fact that these NQTs were recruited directly by the Education Achievement Service (EAS) and Central South Consortium (CSC) and were engaged in EC-run sessions.

4.9 EC and LA initial briefing sessions (usually the first of the professional learning programme) play a vital role in informing NQTs about the detail of induction requirements and feedback from NQTs echoed this. NQTs who had attended an initial induction briefing session were better informed than those who hadn't. EC and LA representatives suggested that those who slip through the net at the outset of their induction and who are not picked up until later are of most concern to Appropriate Bodies (ABs).

Briefings to ITE trainees

- 4.10 In order to improve awareness and understanding of teachers' induction, ECs reported that they have recently begun to deliver briefing sessions to ITE trainees towards the end of their university course. As a result, awareness was thought to have improved amongst newly registered teachers over the last year or so:
- 'I think it's improving. But we always have a group of NQTs who just don't seem to engage in the process, say that they don't know anything about it, and don't read the information.' (LA)
- 4.11 Most NQTs who had recently completed their ITE in Wales recalled these sessions – in some cases these had also involved presentations from experienced NQTs who had gone through both the employment and supply routes. NQTs who had completed a three-year bachelor degree in education were better informed about the requirements of induction than their postgraduate certificate in education (PGCE) counterparts.
- 4.12 Several NQTs admitted not paying much attention to these sessions as their priority at the time was to successfully complete their ITE course and gain their QTS. This suggests that reinforcing the message again at the outset of induction is important:
- 'It was at the time when we had just put in our massive assignment, so no-one was really listening. It was literally one of our last lectures as well and it was kind of 'oh by the way if you don't do this la la la' so for me I picked it up as I went along, and I had friends in full-time jobs at schools saying 'I've just had to do this for my induction' and I would go 'oh gosh'. So, I emailed [the consortium] and friends and found out one way or another.' (NQT)
- 'during PGCE you learn that you have to do it but it's really at the start of the induction year that you get a real feel for what it involves.' (NQT)
- 4.13 NQTs also suggested that the ITE course ought to place a greater emphasis upon communicating the requirements of induction, as opposed to this being an added-on activity delivered by an external speaker towards the end of their ITE.

4.14 Some ECs reported having attempted to arrange briefing sessions to ITE trainees based at English HEIs but, other than Chester University, there has been a lack of response to these requests. As a result, ECs, LAs, NQTs and supply agencies thought that those returning or moving to Wales to teach as NQTs required targeted messages and specific briefing sessions. Two NQTs who had undertaken their training at an English HEI had very little understanding of induction arrangements in Wales, having assumed that they would be the same as England. One such participant observed:

‘With me, Bristol prepared us well but assumed that we would be teaching in an English school. Coming back to Wales I didn’t know about Pebble Pad [the Professional Learning Passport]. Any training people would have had in [a Welsh] university... we didn’t have that.’ (NQT)

4.15 In terms of the transition from ITE into induction, NQTs reported a mixed picture: some thought that the transition had gone smoothly whereas others were more critical:

‘I feel like we’ve been plucked out of training and then thrown into the deep end.’ (NQT)

Registering as schoolteachers with EWC

4.16 The vast majority of NQTs who contributed to this research had been aware of the need to be registered with the EWC in the category of schoolteacher before they could start teaching. Several NQTs reported having registered whilst on their ITE course ‘they signed us up there and then ... we took our laptops into the lecture ... we did it there and then’. Those who had undertaken their ITE outside of Wales were the least informed about the need to register with EWC. One of these contributors had been offered a post at a Welsh secondary school but could not take it up immediately due to registration issues:

‘I was in a school for a week and half because I didn’t know I had to sign up with EWC [as a schoolteacher]. It was never brought up in interview at the school. They had to bring in a supply to cover me. There was never a

discussion within the school that I had a QTS number. They'd automatically assumed that I had it.' (NQT)

Information from EWC

- 4.17 A number of NQTs recalled receiving confirmation from EWC that they were registered as schoolteachers and that this confirmation included detailed written information. However, many admitted to not digesting the content of this communication. One NQT commented:

'The EWC sends out so much information ... when there's pages and pages [you can't digest it].' (NQT)

'When you get so much information it's too much ... it's difficult to know what's important.' (NQT)

- 4.18 There was some suggestion by ECs and LAs that NQTs are not always sufficiently independent to recognise the importance of information sent to them by EWC at the outset. As a result, ECs and LAs spend time in the autumn term tracking down individual NQTs who are not complying with the statutory requirements.

- 4.19 Those NQTs who had failed to grasp the requirements of teachers' induction at the outset thought that they could be better informed if other approaches were adopted (although it is important to note that these are already in place in most cases and it's more of a case that NQTs were not aware of them):

'A step by step tutorial ... with visuals.' (NQT)

'An emphasis in uni to sign up to things.' (NQT)

'An inset at the end of August for NQTs before you go back to school ... and tailored for supply or employed NQTs'. (NQT)

5. Statutory induction regulations and guidance

- 5.1 This chapter considers the views of contributors about the specific requirements set out within statutory induction regulations and guidance, including the need to report teaching sessions, the number of teaching sessions required to complete induction and access to reduced teaching time.

Reporting teaching sessions

- 5.1 Most newly qualified teachers (NQTs) reported that they had become aware that sessions had to be counted towards induction during their initial few weeks of teaching, although some had taken much longer to hear about this requirement. This was more of an issue for supply teachers who, as set out at Figure 5.1, reported becoming aware of this requirement on an ad-hoc basis as a result of informal methods or on receiving a reminder letter from the Education Workforce Council (EWC). School-employed NQTs reported being informed of this requirement via a range of sources including schools and their Induction Mentor (IM), Local Authorities (LAs) and Education Consortia (ECs).

Figure 5.1: Examples of supply NQT experiences

One supply NQT had been informed by the supply agency of the need to get induction forms signed by the schools some six weeks into her supply period.

Another short-term supply NQT recalled receiving a letter from EWC over the autumn half-term to query whether she had undertaken any teaching sessions: in this case the individual had undertaken regular short-term supply work since the beginning of the term but had been unaware of the need to record and log them.

A third supply NQT reported 'A lot of things I've found out through a WhatsApp of PGCE students ... When I started I didn't know about PebblePad [the Professional Learning Passport]. I didn't know I had to record. I'd registered and probably given the details. A friend told me

about the forms. In December EWC wrote to me ... saying that I wasn't recording sessions.'

A fourth NQT admitted to not knowing that they must record all teaching sessions during the focus group discussion, assuming that they had some discretion over whether they did or not: in this case the individual had secured a long-term supply position with a school to commence in January and had decided it was not worth the bother to record any short-term supply work in the meantime:

'I didn't want the faff ... I've done supply teaching but haven't recorded it'.

- 5.7 Despite these examples being captured within the focus groups and EWC data (discussed at section 3.48) showing that some registered supply NQTs are not undertaking induction, LAs and ECs thought that supply NQTs who did not eventually become aware of the need (or chose not) to record their induction sessions over the course of the academic year were 'infrequent'. One such LA observed 'last year I came across a couple who were not undertaking induction'.

Work as cover supervisor

- 5.8 Overall, there was a good level of understanding amongst NQTs and supply agencies alike that sessions worked as a cover supervisor (as a Teaching Assistant, TA or Higher Level Teaching Assistant, HLTA) did not count towards their induction period. However, this was not always the case and two NQTs were confused as to whether the sessions reported against their induction period had been as a teacher or cover supervisor:

'I now realise that I have done so many sessions as HLTA, and I'm not even sure how many I've done where I've counted them as a teacher, but they might not have been.'

Schools in special measures

- 5.9 Many NQTs were aware that they may not be assigned to work as a teacher in a school requiring special measures, unless Estyn had certified in writing that the school was fit to provide induction supervision and training. School-employed NQTs were less informed of this largely as it had

not been relevant to their experience. NQTs from one group based in ERW were much less aware of the restrictions on the types of schools which they could undertake their induction, but this was in keeping with their lower levels of understanding more generally about induction requirements.

- 5.10 ABs suggested that the guidance relating to NQTs undertaking induction at schools under special measures could 'do with tightening up' as this was one area where schools and NQTs frequently approached Appropriate Bodies (ABs) with questions.

Length of induction period

- 5.11 NQTs are required to complete an induction period of three school terms or equivalent. NQTs not employed on a full-time basis or without regular employment must complete 380 school sessions. There is no limit to the time NQTs may take to complete these minimum number of sessions.

- 5.12 The fieldwork found that most contributors thought that one academic year was an appropriate length of time as an induction period if undertaking on a full-time basis, as this provided opportunities for NQTs to experience a full academic year at a school. NQTs expressed no wish to see the formal induction period extended. If anything, a couple of NQTs (particularly those with previous TA or HLTA experience) thought that it should be shorter.

- 5.13 Most NQTs were aware that there was no time limit to completing their induction, although participants at one focus group demonstrated less of an understanding about this given that it was historically time-bound:

'If you've got a permanent position then you've got to do it in a year ... I had to ... but if you're supply then you've got five years to do it'. In response another participant challenged this adding 'but I think they've changed that now.' (NQTs)

- 5.14 Most contributors thought that the induction guidance, which allows ABs to extend the induction period prior to completion by up to 30 days to cover sickness absence or other factors, was appropriate and could accommodate the majority of circumstances. However, some ABs would welcome greater discretion to award the successful completion of an induction period to an NQT who did not achieve the minimum number of

teaching sessions but nonetheless met the requirements of the professional standards although feared that introducing such a policy might 'open a can of worms'. This was particularly the case for NQTs who only lacked a small number of days at the end of an academic year, and where continuation of their induction would straddle into the next academic year.

5.15 It was considered a real challenge for those on short-term supply work, and also in some cases those working on a part-time basis, to complete 380 teaching sessions, with those typically securing some two days of supply work a week expected to take over three years to complete induction. Factors which were thought to make it challenging for short-term supply NQTs to achieve the minimum number of teaching sessions included:

- less demand for supply teachers at specific periods in the academic year, typically start of each academic term
- the introduction of higher teaching supply rates via the supply framework resulting in schools opting to use cheaper cover supervisory supply staff
- some schools, particularly secondary schools, operating policies whereby they don't use supply teachers for periods of less than five school days.

5.16 The definition of what constitutes a teaching session creates issues for a very small number NQTs, particularly those in the secondary sector:

Figure 5.2: Example of a supply NQT experience

One NQT took three years to complete her induction period. Despite having a permanent part-time teaching contract at a secondary school, the NQT was only able to report 27 teaching sessions during their first year of teaching, due to the nature of her employment contract:

'My contract was only equivalent to two full days a week. Because of the way the school arranges its timetable, we have four lessons in the morning and one in the afternoon. So, over the first year I only had 27 sessions ticked off ... my lessons were scattered across the timetable so

I could only count my afternoons towards induction. If I taught every afternoon lesson in the fortnight, then I'd get 10 in a fortnight. Because I only taught one lesson in the morning, none of them counted.'

The school offered TA opportunities to the NQT in order to fill her timetable initially but over time, increased her teaching contract which allowed her to eventually to complete her induction requirements.

- 5.17 A related issue raised regularly by supply NQTs related to the requirement to obtain a signature from a school headteacher or other member of the Senior Management Team (SMT) to evidence each teaching session undertaken using the EWC's Record of Induction Period form. This was considered burdensome, particularly for those undertaking short-term supply work due to difficulties including:
- getting hold of a suitable person to sign the form
 - the NQT forgetting to ask for a signature on the day
 - paper forms getting lost (and thereby any previous records signed for on the same paper lost)
 - technical difficulties involved in scanning the paper forms and a mismatch in terms of the number of sessions showing on the NQT's online Induction Profile compared to their paper evidence.
- 5.18 Several examples were also cited whereby NQTs were under-reporting taught sessions: for instance, one had not kept any records of the supply work undertaken during the previous academic year and only realised during the focus group discussion that these needed to be evidenced by schools in order to be eligible for induction purposes. Understandably, it was not uncommon for NQTs to comment that the process was 'an absolute nightmare'.
- 5.19 In terms of improvements, most supply NQTs called for the process to be simplified and automated. The suggestions offered included adopting an electronic rather than paper signature method or to explore another way of

evidencing supply work, such as using supply agency payment records.

One NQT argued:

‘the agency knows you’ve been ... so they could sign it off ... that would be much easier than getting the school to sign... you don’t get paid if you haven’t turned up.’ (NQT)

Reduced teaching time

5.20 Most school-employed NQTs reported receiving their entitlement to reduced teaching time for professional development, in addition to the 10 per cent reduction in teaching time for Planning, Preparation and Assessment (PPA). NQTs use their reduced teaching time for a range of purposes including completing their Induction Profile, meeting Induction Mentors (IMs) and attending professional learning sessions. Some NQTs however found that they did not always receive this protected time: for instance, one NQT who was coming to the end of their induction period reported that the school occasionally asks them to cover teacher absences during their protected time. NQTs who need to continue their induction during their second year also regularly find themselves unable to access protected teaching time:

‘I started in November on a proper contract, so I had to go into the next year to complete it – so the last third of my induction I had a full timetable. Schools can’t give you half a timetable for part of the year.’ (NQT)

5.21 Supply NQTs don’t usually access protected teaching time and this was true of both short- and long-term supply teachers, such as those on maternity cover supply as they have to teach the timetable in place for the postholder: ‘As supply, I only got half a day a week off like everybody else. I didn’t get the additional time, even though I was covering long-term supply. I didn’t know about this, nobody told me about it.’ Another supply teacher with a similar experience added that she did not receive the protected teaching time (or PPA time on a regular basis) but was reluctant to raise the issue for fear of losing the supply contract.

- 5.22 Feedback from ECs and LAs echoed the experiences of NQTs, with one adding ‘on the whole, employed NQTs do get their protected time’. ECs and LAs suggested that schools ought to take greater responsibility for allocating protected time to supply NQTs who are placed with them for more than a certain number of weeks, and that this should be reflected in the guidance. Some suggested that the guidance should formally reflect the informal arrangements in place between ECs, who encourage schools to provide the 10 per cent reduction in teaching time to supply NQTs after a period of two weeks supply.
- 5.23 Arrangements for accessing reduced teaching time varies across schools, with different approaches often adopted across primary and secondary settings. One EC representative observed that ‘10 per cent doesn’t look the same in all settings.’ One secondary NQT reported that they were allocated ‘non-teaching days’ spread across the year as opposed to a regular weekly reduced timetable whilst a primary NQT reported that they receive ‘either half a morning or afternoon every week ... sometimes if I’ve missed, I’ll double up the next week’.
- 5.24 EC and LA representatives thought that the guidance provided adequate clarity on this issue but suggested that examples be added to demonstrate how it could work in practice. This would help NQTs to understand that ‘they are getting it’ given that the main issues are currently around ‘how it looks and [is] packaged’.

6. Professional learning provision

- 6.1 This chapter presents the feedback gathered over the course of the fieldwork about the professional learning provision offered by Education Consortia (ECs) and Local Authorities (LAs) to newly qualified teachers (NQTs) during their induction period.

Structure and content

- 6.2 As outlined in Chapter 2, the approach to delivering professional learning to NQTs is led by ECs, with LAs also playing a role across the ERW and GWE regions.

- 6.3 Feedback from NQTs about these professional learning sessions was very positive, with those who had attended CSC and EAS sessions providing stronger feedback overall:

‘They have been so helpful.’ (NQT)

‘I loved them.’ (NQT)

‘These were the most beneficial aspect [of induction], to share experiences and learn from each other.’ (NQT)

‘It was a good chance to meet other NQTs. I was the only NQT in my school so it was really nice to get together with people who were doing the same thing.’ (NQT)

‘It made me feel more at ease... there was a student there from last year who gave us little tips and stuff on how to use PebblePad and that was really useful.’ (NQT)

- 6.4 NQTs identified the sessions on behaviour management and Additional Learning Needs (ALN) as being particularly useful as well as lesson observation opportunities.

- 6.5 There was some suggestion that certain topics overlapped with the content of their Initial Teacher Education (ITE) course (e.g. the qualities of a good teacher and good student) but despite this, NQTs felt that they approached these topics differently in their capacity as a teacher. Secondary NQTs from one region also thought that sessions could have differentiated between the

needs of primary and secondary NQTs given that 'secondary teachers only see kids once or twice a week'. These NQTs found it difficult to apply some of the concepts covered during the professional learning sessions.

6.6 Professional learning provisions are regularly reviewed (e.g. internal annual reviews in three regions and an independent evaluation in the case of EAS). In the EAS region, in addition to commissioning a recent independent evaluation, all professional learning leads meet at the start of the academic year in a 're-design' day which involves reviewing and amending teaching resources. In the GwE region, a recent internal review resulted in LAs introducing two initial common sessions as part of the programme. NQT feedback gathered over the course of professional learning delivery is usually taken on board and led, in one region, to the inclusion of a new module on behavioural learning and a specific session for NQTs working in special school settings.

6.7 EC, LA and External Verifier (EV) representatives welcomed the concept of a national professional learning programme, provided this could be delivered at a local/regional level:

'A pan-Wales programme would be preferred ... a five-day core programme.' (LA)

6.8 It was suggested that this national programme could be developed by a suitable entity and quality assured by a professional body, as had been the case with EWC's accreditation of ITE provision. The approach would also be in keeping with sector-wide developments for a national leadership and middle-leadership programme within the education sector. Such a national programme would also make it easier to promote and communicate expectations and support available to prospective NQTs. It would also ensure that professional learning sessions equip NQTs with an understanding and capability to deliver the new education curriculum from 2022 onwards.

Attendance

- 6.9 EC and LA representatives reported that professional learning sessions are well attended by school-employed NQTs but not supply NQTs, although at least two LAs reported that they'd experienced better attendance this year from supply teachers compared to previous years. This improvement was attributed to the introduction of a small financial payment offered to supply NQTs across this region since September 2019. In the ERW region supply NQTs are entitled to claim £150 if they attend all five sessions.
- 6.10 These attendance trends were reinforced by NQTs, although supply NQTs who were in their second year of teaching were more likely to report attending during their second year, due to a lack of knowledge at the outset of induction. In one region, the availability of mop-up sessions was considered important for this group. Two supply NQTs at one focus group admitted that they ought to have attended the professional learning sessions during the previous academic years but as they were unaware of them at the time, they were attending this year's sessions instead. A third NQT at another focus group, who was now employed by a school and in their second year of teaching, resented having to attend these sessions as she had 'picked up pretty much everything' during her previous supply teaching experience. Overall, this suggests that awareness of sessions improves over an NQT's induction period – indeed at the time of fieldwork, only one NQT had not attended any such sessions.
- 6.11 Several factors account for the low attendance of supply NQTs at professional learning sessions. They include:
- as already discussed, lack of awareness about the sessions being held
 - ample opportunities for supply NQTs to secure teaching work on those days due to the high number of NQTs not in school due to their attendance at professional learning sessions
 - and the fact that supply NQTs are not always financially reimbursed to attend.

- 6.12 Several supply NQTs emphasised their need to prioritise earning an income at the outset of their induction, given that they had often incurred significant student debts whilst at university. Supply agencies also stressed that supply NQTs who had secured a week's supply work, for instance, would be highly reluctant to sacrifice this opportunity for the sake of a single non-paid training day and schools prefer to use one supply teacher for this duration. Some NQTs also suggested that supply agencies discourage them from attending these training events and encourage them to accept paid work instead.
- 6.13 Despite delivering Aspire sessions on weekends across the CSC region in an effort to overcome some of these issues, supply NQTs who had been aware of these had been hesitant to attend due to their reluctance to sacrifice their weekend if they had been working during the week, even given the offer of payment to do so.
- 6.14 The majority of employed NQTs had found their schools supportive of their attendance at professional learning sessions and only a couple reported that their schools had on occasion objected to them attending them. These tended to be schools who either employed a greater number of NQTs and found it difficult to source cover for them all or schools who were undergoing an Estyn inspection.
- 6.15 In order to address many of these issues, some EC and LA representatives argued that professional learning sessions ought to be a mandatory requirement for induction and implementing this would be easier if there was a single programme of provision across Wales.

7. The role of key players

7.1 This chapter considers the fieldwork findings in relation to the roles undertaken by the Education Workforce Council (EWC), Appropriate Bodies (ABs), Induction Mentors (IMs) and External Verifiers (EVs).

EWC

7.2 The EWC is tasked with a number of functions as set out within the guidance, namely to:

- ‘host and provide access to the online statutory induction profile via the PLP [Professional Learning Passport] to enable NQTs (newly qualified teachers) to reflect against the standards and record their professional experiences
- work with WG [Welsh Government] and consortia to maintain the induction profile part of the PLP and ensure access for all parties, including any required support materials
- ensure that those undertaking the induction programme hold QTS [Qualified Teacher Status] and are registered with the EWC in the category of schoolteacher
- collect, collate and maintain a central source of data of teachers undertaking the induction programme
- share this information with the responsible parties in the provision of the induction programme via the EWC’s web-based facility
- work with consortia to ensure that NQTs undertaking induction are allocated an External Verifier
- administer induction funding on behalf of WG
- issue induction certificates based upon induction results provided by the appropriate body
- hear induction appeals⁵³.

⁵³ p.18.

- 7.3 ABs reported receiving information from EWC about NQTs who are undertaking induction in their area (i.e. a list of those who have started to complete their Induction Profile) as well as information for those who have yet to start their Induction Profile. ABs place considerable value on this information as it is used for communicating with NQTs and monitoring their progress. ABs also use this information to monitor NQTs' attendance at professional learning sessions.
- 7.4 However, ABs were frustrated by the fact that they are unable to access a list of all newly registered teachers from EWC, which was understood to be due to data protection restrictions, as this would include those who have not returned their Induction Forms to EWC i.e. the cohort of NQTs who are currently falling between the gaps. Several ECs and LAs noted that 'if they don't start the profile then we don't know they exist' (EC). These are more likely to be supply teachers who remain unknown to ABs and therefore not accessing the full range of induction support available from the outset.
- 7.5 Despite this, LAs and ECs considered their working relationship with EWC to be constructive and the overall feedback would suggest that EWC is undertaking its role to engage with NQTs and schools effectively. One LA described EWC as providing a 'first class' service to NQTs and schools.

Appropriate bodies

- 7.6 In two regions, the role of AB has been fully delegated by the LAs to EAS and CSC whilst in the remaining two areas, LAs have retained these functions and the ECs are only involved in particular aspects of the induction programme, such as moderation and professional learning. A key aspect of the AB's role is to ensure that appropriate quality assurance systems are in place so that NQTs access a high-quality programme of professional learning, monitoring and support. Feedback points to this role including checking that NQTs receive the support they need, monitoring that NQTs are progressing with their Induction Profiles and dealing with any causes for concern in the event that EVs raise such issues.

- 7.7 The fieldwork found that the level of experience and resources which LAs dedicate to undertaking their AB functions varies. In one region some LAs are heavily reliant upon the EC for advice and guidance while other LAs within the same EC rely on a single more experienced colleague for advice. In part, this is due to the AB's role representing a very minor role for the staff concerned and lack of formal training for the role.
- 7.8 As a result, LAs involvement with both IMs and NQTs varies: one had very little involvement with IMs after the initial IM training was provided at the start of the academic year. Similarly, some LAs dedicate more resources to communicating and supporting NQTs during their induction period, whereas others tend to have contact with them at the outset and end of their induction period.

Induction Mentors

- 7.9 LA and EC representatives thought that aspects relating to the role of the IM was a weakness which needed to be addressed as a matter of priority within the induction programme: 'we're not getting it right'. It was not uncommon to hear of IM recruitment and retention challenges and ABs expressed frustration that they lacked any mechanisms to address these, particularly in terms of financial incentives. There was a widespread view that the role of IM lacked the status and kudos it once demanded, and as such schoolteachers are reluctant to take up the role. Whilst schools receive a financial payment of £700 per term for induction related activities (to cover costs associated with releasing NQTs), IMs are not usually financially rewarded for their role. Some questioned whether IMs should in fact be rewarded for the role, as would have been the case under previous arrangements.
- 7.10 ECs and LAs provide briefing sessions for IMs, usually at the start of the academic year, with the objective of training at least one IM per school per year. However, the take up of this training is currently inconsistent – in one case, an EC representative estimated that only around half of the schools in their region sent an IM to the briefing session. Despite having recently introduced a financial reimbursement fee for IMs attending the briefing

sessions, one EC had not observed any increase in attendance at these training events.

7.11 A number of suggestions were offered for improving the guidance relating to IMs as it was currently thought that the guidance was not specific and detailed enough e.g. the IM 'must ensure that they have engaged with appropriate professional learning opportunities to carry out the IM role effectively'⁵⁴. These included:

- making it a mandatory requirement for schools to appoint an IM. ABs suggested that the role could become statutory in order to raise its profile and status
- specifying a requirement for the IM postholder to attend an annual briefing/training event provided by the AB. There was some suggestion that schools did not recognise the need for an IM to attend training unless they had recruited an NQT and in these cases, schools were not adequately trained to provide support to supply NQTs who might be placed with them over the course of the year. Others suggested that experienced IMs did not always recognise the need to attend training and because of this were not adequately informed of changes to the induction programme. One LA suggested that the guidance could make it explicit that schools should not employ or take on a supply NQT unless their IM had attended the annual training session
- setting out expectations in terms of time commitment which IMs would need to allocate to support an NQT, including frequency of informal and formal meetings.

7.12 In addition, it was suggested that a national briefing and training pack be developed across the sector to be used as the basis of the IM training session, and that this be hosted on-line to widen access for schools.

⁵⁴ Welsh Government (2017) [Induction for newly qualified teachers in Wales](#) p.15.

Feedback on IM provision

- 7.13 In terms of NQTs' experience of their IM, a number of school-employed NQTs reported positive experiences:

'she's [the IM] been really supportive when she has the time.' (NQT)

'my first mentor was amazing. He fought my corner. Anytime I needed something he was there.' (NQT)

'my mentor's room is next to the PPA room and I can just pop in to see her. We have scheduled catch up meetings once a week after school. She went through Pebble Pad [the Professional Learning Passport] with me. She's observed me teaching and even brought in another teacher who teaches in the foundation phase as she didn't. She's been great.' (NQT)

- 7.14 In terms of NQTs who reported positive experiences, it was noted that their IMs were always readily available and approachable; and that they benefited from both formal one to one meetings as well as informal catch-ups. One such NQT reported having a diarised catch up with their IM on a fortnightly basis. Some NQTs had group meetings with their IM, where they were based in schools who employed more than one NQT. In one case it was reported that the IM had responsibility for both Initial Teacher Education (ITE) and NQTs and arranges regular group sessions for all to share experiences. In this case the IM arranges individual meetings towards the end of the induction period, to address specific issues and provide individual support geared towards meeting the PLP requirements.

- 7.15 A small number of NQTs reported fewer positive experiences of their dealings with their IM and felt that they had been 'left to get on with it':

'I've got the same mentor as before [when undertaking ITE]. She only works part-time. She's in year 2 and I'm in foundation ... so we have different lunch breaks and in different parts of the school. It's really difficult to arrange to meet up with her. She only comes to see me as and when she can ... we don't arrange any meetings.' (NQT)

'I did have a really good mentor but then was allocated to a deputy head. 12 of the meetings have been cancelled. She told me 'I'm really sorry, but I

can't see you now, something's come up'. I don't have the same relationship with her ... you can't turn to them if you've got problems. It makes you feel like a failure in class.' (NQT)

'My IM doesn't seem to know much about it and if I ask her a question she often just tells me to go and ask the other NQT in the school.' (NQT)

7.16 In terms of the main issues experienced, IMs being busy and not always readily available or approachable were commonly cited. NQTs suggested that IMs held other senior roles within the schools (such as Deputy Heads or Additional Learning Needs Coordinator (ALNCOs)) and lacked the necessary time to spend with NQTs. Not all had benefited from protected contact time with their IM and felt that they relied on 'grabbing your mentor for five minutes on the playground'. Others reported that they received conflicting advice from their IM and EV.

7.17 Despite the challenges associated with IMs, LAs and ECs were aware that a vast number of IMs were doing an excellent job. The strength of the approach was considered to be the daily, often informal, advice and guidance IMs could provide to school-based NQTs whilst the most common weakness was considered to be IMs' lack of understanding of the PLP.

External Verifiers

7.18 The induction guidance expects EVs to quality assure the induction arrangements in schools on behalf of ABs and ensure that the induction period is conducted according to the regulations. This role would include quality assuring the role undertaken by the IM. EVs are also expected to provide additional mentoring support to NQTs as required and this was found to be mostly for supply NQTs who do not access school-based IM support.

Recruitment and training of EVs

7.19 The four ECs take responsibility for the recruitment and training of EVs although their approaches vary slightly. Some ECs appoint school-based EVs whereas others recruit both school-based and consultants (typically ex headteachers or senior leaders) to undertake the role. ECs and LAs thought that school-based EVs worked well as they can draw on current

knowledge and experiences, but it was also recognised that they were more challenging to recruit.

- 7.20 In one region independent EVs are appointed to work with short-term NQTs and they typically support some 10 NQTs at any one time. This model was considered to work well as it offered greater flexibility to accommodate the needs of supply NQTs. Some areas operate a school cluster model where an EV will work with NQTs based within the school cluster – this was thought to work well, although some cases of high workloads for EVs were reported a downside. In one region, EWC funds one EV who also works for a supply agency and this model was considered to work well, particularly given that the supply agency provides training to NQTs via this post holder.
- 7.21 ECs who only use school-based staff to fulfil the functions of EVs find it difficult to recruit individuals, particularly across the secondary sector. Schools frequently find it difficult to release staff to undertake their EV duties and staff who are allocated EV functions tend to be those who get promoted quickly into other senior school roles. Recruitment is not so much of an issue where an EC also deploys independent EVs.
- 7.22 The workload allocated to each EV varies and the fieldwork found that the number of NQTs which EVs are expected to work can be high e.g. 83 EVs in one region work with some 500 NQTs, and this is higher where independent EVs are allocated to support supply NQTs (e.g. in one local authority, three EVs supported 43 supply NQTs at the time of our fieldwork). Some contributors suggested that it might be appropriate for the induction guidance to set out an upper limit of NQTs which EVs can expect to quality assure in the future.
- 7.23 It is common for ECs to offer annual training to EVs. In one region, the training sessions for EVs coincided with an opportunity for NQTs to meet with the EV which would be leading their cluster, meaning that NQTs got to meet their EVs very early in the process. Less emphasis is given by ABs to monitoring the work of EVs thereafter and it was suggested that the revised guidance could helpfully set out advice on this.

Matching EVs and NQTs

7.24 The process of matching EVs to NQTs was considered by most contributors to be complex, given the involvement of EWC, ABs, schools and NQTs, and the fact that processes differ across regions. The current matching processes are:

- EWC provide ECs or LAs with a list of NQTs who require the support of an EV, on a weekly basis
- two ECs (CSC and EAS) undertake the matching exercise and notify EWC of the matching outcome
- in two regions, (GwE and ERW) the EWC undertakes the allocation of EVs to NQTs on behalf of the ABs. In the GwE region the allocation is made in line with agreed matching criteria whereas in ERW, NQTs are matched to EVs with responsibility for their cluster of schools. Arrangements for short-term supply NQTs in the ERW region are different in that LA Induction Coordinators usually allocate EVs to these NQTs.

7.25 ECs and LAs raised an important issue relating to the fact that EVs get paid the same for supporting a short-term supply teacher, which involves more work, as an employed NQT who is also supported by a school-based IM. They felt that this needed to be addressed within the guidance, particularly given that 'short-term supply NQTs are more vulnerable and need more, not less support'.

EV twilight sessions

7.26 In terms of effective practice, EVs in some regions or LA areas run twilight school-cluster sessions for their NQTs and these were often regarded as useful networking opportunities for NQTs, particularly supply NQTs and those who were the only NQT at their school. Across ERW, EVs arrange cluster meetings every half term for school-employed and supply NQTs. The structure and remit of sessions vary, depending upon the EV's style and input but usually involve an opportunity for the network to share experiences.

7.27 There was a view that these cluster networks could be further strengthened and expended in the future and NQTs who did not currently access them felt at a disadvantage as they had not heard about them and struggled to understand the conversation:

‘Sorry but I don’t know what is being said here ... I don’t know what you’re on about.’ (NQT)

Feedback from NQTs

7.28 NQTs reported both positive and negative experiences of working with their EV. Many had been allocated an EV early in the process and had met with them within a reasonable timeframe, and these included NQTs who had met their EV during a twilight run session. Others reported that they had either only just met them or were yet to meet their EV at the time of fieldwork and thought this ‘quite late in the day’.

7.29 There was much confusion amongst NQTs as to when they should be expected to meet their EV and much of this was fuelled by different interpretations about the number of teaching sessions they needed to have completed in order to qualify for an EV allocation. One reported that they were allocated an EV after 50 sessions whilst another reported 70 teaching sessions. Both thought these timescales were too long given that they were supply NQTs and no access to any other form of support in the meantime. One asked ‘Why is it 70 sessions?’ Wouldn’t it be better if supply NQTs were allocated an EV at the outset?’

7.30 The other main issues raised by NQTs in relation to their experience of EVs related to receiving contradictory messages from them compared to those received from their IM and uncertainties as to how and when they should maintain contact with their EV. For instance, one NQT explained that ‘I was discouraged from emailing her [EV] by my mentor ... the other mentor at the school was fine with others [i.e. other NQTs] emailing their EV’. Furthermore, issues raised by individual NQTs included difficulties being matched with a Welsh speaking EV within their area and EVs finding it difficult to observe the teaching of supply NQTs, as their place of teaching could vary from one day to the next.

8. Experience of supply NQTs

- 8.1 This chapter focuses on the experiences of supply newly qualified teachers (NQTs) and the views of supply agencies who contributed to the review.

Supply NQTs

- 8.2 Education Consortia (EC) and Local Authority (LA) representatives confirmed that the number of supply NQTs had increased within their area over the last few years, and was frequently cited as forming over half of their NQT cohort at present. Of particular concern to ECs and LAs was the number of NQTs undertaking short-term supply e.g. in one region short-term supply NQTs accounted for over a fifth of their cohort at the time of interview whilst in another it was calculated at over half at some point in the NQTs' induction period. In another LA, of the 83 NQTs known to the Appropriate Body (AB), 43 were short-term supply teachers.
- 8.3 It was frequently argued that short-term supply NQTs were the ones most in need of support, given their lack of regular contact with a single school, lack of access to an Induction Mentor (IM) and the increased likelihood that they were not picked up by 'the system' until they had notified the Education Workforce Council (EWC) of their intention to undertake induction.

Difficulties meeting professional standards

- 8.4 Many contributors, including NQTs, suggested that short-term supply work on its own did not really provide an NQT with sufficient evidence to demonstrate that they were fully achieving the professional standards. NQTs with experience of short-term supply noted that they lacked opportunities to plan their teaching, assess pupils' work, communicate with parents and demonstrate leadership experiences by undertaking induction via this route only. One such individual reported undertaking unpaid work in order to secure these experiences. Some supply NQTs suggested that it might be appropriate to set out a sub-set of the professional standards which short-term supply NQTs could be expected to achieve:

‘I was literally turning up, teaching someone else’s lesson and then leaving. I was doing the days but I wasn’t getting the experiences needed to fit those requirements. It is only since I’ve been in a full-time post that I’m like ‘quick, quick’ and trying to do all the things that I can.’ (NQT)

‘I feel your NQT shouldn’t start until you start in your first full-time job because until then there are things you physically can’t do to complete your induction – I simply couldn’t hit these standards.’ (NQT)

‘For people on supply ... some of the things on the checklist are really hard. Every day, if you’re in somewhere different you can’t tick them all off. You don’t do parents evening. You have to do a longer-term placement’. (NQT)

- 8.5 In order to overcome some of these issues, ECs and LAs suggested whether it would be appropriate to set a minimum period of continuous days within one school setting which would qualify for induction purposes. One suggested that induction experiences should be ‘a minimum block of three weeks in any one school’ rather than individual half day sessions. Aligned to this, it was thought that the guidance should place a duty upon schools to take more responsibility for supply NQTs who would be undertaking a minimum period of teaching at their setting (by allocating reduced teaching time and IM support). However, it was acknowledged that schools would incur additional costs as a result of this and might be less likely to accept NQTs as supply teachers.

Difficulties obtaining teaching sessions

- 8.6 The lack of teaching supply work during the current academic year was identified as a major obstacle for supply NQTs to achieve their minimum number of induction teaching sessions. A number of factors were thought to account for this. First, it was thought that schools were increasingly making greater use of supervisory or Higher Level Teaching Assistant (HLTA) rather than teacher supply. One EC suggested that ‘a lot of supply NQTs are not getting much work this year because of this’. Second, it was suggested that there was a misalignment between school demand and the number of supply teachers available. For instance, one EC reported that ‘there is more supply than required’ by schools. Two supply NQTs who had

embarked on their induction in September 2019 echoed this, adding that they had only managed to secure some four to five supply teaching days over a two-month period between September and October:

‘I’ve only done 10 sessions since the start of the year. September was really quiet. It’s a really slow process. I get offered cover supervisory work but I turn it down. I don’t see why I should do it.’ (NQT)

Inequitable experience

- 8.7 Short-term supply NQTs regularly reported very stressful and anxious experiences of undertaking their induction via this route and argued strongly for greater parity with their employed NQT counterparts:

‘I feel that I went into supply completely blind.’ (NQT)

‘When you’re doing supply you have to support yourself so much more ... but you’re in the dark compared to those in jobs.’ (NQT)

- 8.8 Indeed, some short-term NQTs chose to put their induction on hold until they secured a longer-term supply contract, such as maternity cover. One such secondary NQT who had secured a maternity supply position between September and Easter then chose to take time off teaching:

‘Because of the horror stories I’d heard about doing NQT as a supply. For the sake of one term I thought I’d leave it and start in September, when I would start in a school.’ (NQT)

- 8.9 Two supply NQTs in one group admitted having become ‘causes for concern’ during their induction period and whilst this had been disheartening for both at the time, with hindsight they welcomed it as it enabled them to access greater support. One observed:

‘You shouldn’t have to hit rock bottom to have that fantastic support.’ (NQT)

- 8.10 In this respect, several ECs and LAs considered the cluster supply model to have been an appropriate model which provided greater support around the supply NQT and one which should be further pursued to address the inequitable experience for this cohort. The model was viewed positively where it had been used effectively and was considered to have the potential to offer greater consistency for short-term supply NQTs.

8.11 In terms of support from supply agencies, NQTs who had experience of supply work named two supply agencies that had supported them with their induction, whilst the majority had not. One recalled attending sessions at one supply agency, facilitated by two headteachers, but only during the time when she worked exclusively for that company.

Supply agencies

8.12 Data provided to the research team by the Welsh Government shows that 60 supply agencies operate across Wales. Of these, 27 have been approved on the National Procurement Service (NPS) supply teachers' framework for Wales.

8.13 Supply agencies are used across all parts of Wales, other than in Gwynedd and Anglesey, where the Local Authorities (LAs) either undertake this work directly (for the primary sector) or schools (from the secondary sector) draw upon their own personal contacts. For the primary sector, the LA holds an approved list of supply teachers whilst secondary schools operate their own individual arrangements. In the latter, schools are reliant upon supply teachers to declare if they are an NQT or have completed their statutory teachers' induction.

The NPS supply teachers' framework for Wales

8.14 The introduction of the new framework was welcomed by contributors as it was considered to have set in place minimum standards and practices which supply agencies on the framework are required to meet. These requirements include being able to demonstrate that they are being audited annually by one of three accreditation bodies and meet the Welsh Government's Code of Ethical Employment in Supply Chains and Fair Work Principles.

8.15 The introduction of the framework has also led to the setting of a minimum daily rate for supply teachers and increased transparency for schools to make informed decisions in relation to service fees charged by supply agencies. The Welsh Government now monitors spending on supply teachers and other cover supervisory staff for those on the framework.

Framework supply agencies are required to submit this information to the Welsh Government on a quarterly basis.

- 8.16 As part of the tendering process, supply agencies were also required to demonstrate that they would provide support to NQTs, including professional learning opportunities. It was suggested that the approaches adopted previously by supply agencies differed extensively: some provided extensive training whilst others provided very little, if any. The framework was intended to develop greater consistency and a more equal playing field in terms of the support provided. Supply agencies are required to report to the Welsh Government on the nature and number of supply staff who have been trained, but not necessarily on the number of NQTs who access such provision.
- 8.17 Whilst welcoming of this new framework as an initial attempt to improve consistency and standards, some contributors thought that it could be developed further in the future. For instance, one contributor suggested that a quality assured framework of agencies with greater regulation was required.

Supply agency feedback

- 8.18 Feedback from a total of nine supply agencies who were all on the NPS teachers' supply framework (six provided a written submission, three were interviewed and one provided a submission and was interviewed) would suggest that the number of NQTs used currently by each supply agency varies from a low of two, to some '10 or 12' to around a 100.
- 8.19 Supply agencies reported that NQTs' motivation to undertake teaching supply work varies and includes both 'negative' factors, such as not being able to secure paid employment in schools, as well as positive factors such as supply work being a lifestyle choice to fit around other commitments and interests.
- 8.20 Supply agencies confirmed that they check the QTS status of their supply pool by requesting a copy of their certificate on an annual basis and checking, if needs be, on EWC's database of registered schoolteachers. Likewise, they inform NQTs of the need to have sight of their induction

certificate once they have successfully completed this. One supply agency observed that 'we don't often have to chase them for this ... they normally are very happy to share it'. Others noted that:

'On initial registration we require all qualifications and certificates including the induction certificate to be completed. We also check online as we have access to the EWC database, if showing 'pending' we know that they have not completed their induction yet'. (Supply agency)

8.21 Supply agencies commonly reported that they undertook the following actions and the fieldwork did not identify any major misinterpretations of the guidance by supply agencies:

- adopt the induction guidance
- had clear processes for briefing NQTs of the need to be registered as a schoolteacher with EWC
- provide an overview of the induction process to NQTs
- notify the NQT of the need to complete the 'Induction Notification as a Short-Term Supply Form' provided by EWC
- advise schools of the induction status of NQTs being placed with them
- monitor that NQTs are logging their teaching sessions and checking the induction details status of the NQT EWC record, usually on a termly basis.

8.22 All but one of the nine supply agencies have documented policies which set out their arrangements for managing and supporting supply teachers undertaking induction. These are shared with NQTs. Only one supply agency did not currently have a policy for supporting NQTs, adding that this was under development. A review of the documents shared with NQTs shows that they differ in terms of level of detail provided (e.g. one mirrors the induction guidance text whilst another is a two-page, succinct guide for instance).

- 8.23 Supply agencies reported holding initial briefing sessions, particularly during the summer periods, for those who are about to embark upon supply work, and this includes an overview of the Induction Profile which they need to complete. One supply agency argued that it was important to provide this information as NQTs may not attend their regional briefing session until six to eight weeks of their first term.

Figure 8.1: Example of a supply agency

One supply agency reported having excellent relationships with Welsh universities to recruit NQTs. The agency provides a one-day seminar to those recruited over the summer period to brief them, amongst other aspects, about the induction programme and what will be required of them to satisfy the induction guidance requirements. External speakers such as EWC and school IMs/heads are invited to present at the event. Mop-up briefing sessions are held during the autumn half term for those who have registered with the supply agency since the summer period. In addition, NQTs are provided with a welcome pack which includes information on EWC registration and the induction process.

- 8.24 Supply agencies are required to inform schools about any supply staff who are NQTs. Interviewed supply agencies confirmed that this happens for bookings made in advance: 'the booking confirmation sent to schools includes NQT status' although it might not always happen for last minute, verbal bookings.
- 8.25 Supply agencies who contributed to the review were generally well informed about policy developments and the guidance requirements for NQTs. Most employ/are run by individuals with direct experience, including headteachers/deputy headteachers, and EVs and IMs. Most had engaged with Welsh Government and EWC but levels of engagement with ABs was lower. One argued that they had not been encouraged in any way to send their supply NQTs to any training courses delivered within the region.
- 8.26 Supply agencies also reported holding review meetings with NQTs, but these vary in nature and frequency. At one end of the spectrum these were described as 'monthly scheduled calls with NQTs to discuss their status,

number of sessions logged and number of sessions needed to pass induction' whereas in other cases NQTs were supported with the completion of their Induction Profile.

8.27 The main issues raised by supply agencies in relation to the induction programme for NQTs related to:

- 'causes for concern' not being identified early enough for supply NQTs, often not until the NQT would have completed certain aspects of their profile. It would be helpful for issues to be identified sooner
- supply NQTs who are not contacted by their EV within an acceptable timeframe don't know where to go for support in the absence of this
- supply NQTs not being paid to attend professional learning sessions. Payment would provide a more equitable offer compared with school-employed NQTs
- agencies not being able to access the Induction Profile information prepared by NQTs or receive any feedback from the EVs or ABs about the progress being made by NQTs, so are unable to support the individual on a one to one level. To address this some supply agencies hold individual and group based meetings with their NQTs to ensure that all teaching sessions are being recorded and that sufficient evidence is being gathered for the Induction Profiles
- not being encouraged, via the guidance, to allocate longer-term supply contracts to NQTs, to aid their induction process
- lack of access to a 'dummy PLP' to use for training purposes with their supply NQTs
- not being informed of schools who are placed by Estyn in special measures so as to avoid placing NQTs in such settings.

8.28 One supply agency also raised issues relating to the definition of 'regular employment':

Figure 8.2: Definition of regular employment

One supply agency shared concern about the lack of definition within the current guidance regarding 'regular employment' and 'regular or longer-term arrangement' put in place for supply NQTs. By way of example, one of their NQTs works on a regular basis at a school for one day a week. In this case, the NQT has completed the 'Induction as a short-term supply teacher notification form' for EWC and the school has completed the 'Induction Notification Form'. The supply agency called for clarification for 'regular employment' regardless if that be on a permanent, temporary or supply basis. This would help clarify when an NQT should qualify for school-based NQT support and at what point should they need to stop logging all sessions as supply sessions.

Support for NQTs

- 8.29 Most of the supply agencies who contributed to the research reported offering professional learning opportunities for their NQTs, although the nature of this varies:

Figure 8.3: Examples of supply agency policies

One supply agency has a documented NQT Support Plan in place. The supply agency provides 12 hours support during an academic year to all its NQTs and attendance at the first four sessions are paid for. All sessions are half day events, and cover:

- starting points for Induction
- reflective practice and aspects of the new professional standards: collaboration, innovation, professional learning
- the craft of teaching and aspects of collaboration, innovation, professional learning
- aspects of collaboration, innovation, professional learning, leadership
- voluntary drop-in session.

In this case, the agency was concerned about NQTs who were also registered with other supply agencies, given that they would stand to benefit commercially from this type of investment.

Another supply agency delivers a wide range of training sessions to supply teachers, including NQTs, during school holidays covering topics such as first aid, adverse childhood experiences (ACE), online safeguarding, manual handling, an introduction to British Sign Language (BSL), mental health awareness, assessment for learning, digital competency, incidental Welsh and the current school curriculum.

A third supply agency provides free training as well as other professional learning opportunities for NQTs. NQTs are not paid to attend. These are provided as twilight sessions every half term after school and during school holidays. They cover subjects such as literacy, numeracy, Welsh, first aid and manual handling. Attendees receive certificates of attendance. They also offer lesson observations to supply NQTs to help them review their performance against the new professional standards for teaching and leadership - this approach was developed by a supply agency advisor who has prior experience of working as an IM and EV.

Two other supply agencies provide access to free online courses for their NQTs, delivered via a training partner. Each course is typically a one-hour session.

NQT feedback on supply agencies

- 8.30 Despite the high incidence of support and professional learning opportunities cited by supply agencies who contributed to the fieldwork, feedback from NQTs who had undertaken supply work suggested that very few had accessed such professional learning. One such NQT had attended three support sessions to review the completion of their Induction Profile on the PLP and had been paid to attend, but this was a fairly unique experience compared to others:

‘I started supply last September [2018]. I had no support from my first agency with regards NQT. I joined a second agency and again they didn’t

offer me any support in my NQT year. It was only when I got a long-term position covering maternity that the school then stepped up and sorted things for me.’ (NQT)

‘The second agency just went ‘oh you’re [an] NQT aren’t you’ and I said ‘yes’, and that’s as far as the conversation went!’ (NQT)

8.31 In another case, one NQT had undertaken free online courses made available by their supply agency on topics such as literacy and numeracy but had not yet engaged with the weekend courses offered by this supply agency, due to the cost of attending (quoted as being £140).

8.32 The fieldwork also found a stark contrast between what supply agencies informed us about their operational practices and the actual experiences of supply NQTs of dealing with supply agencies. NQTs regularly reported negative dealings with their supply agencies e.g. ‘I think they’re the most unethical companies around’.

8.33 NQTs with experience of supply work reported that schools were frequently unaware that they were NQTs. This was echoed by LAs and ECs who added that often, NQTs fear telling them this due to a perception that schools prefer more experienced supply teachers. By way of example, one supply NQT had been placed within a school for some six months without the school having been informed that she was an NQT. Amongst the comments offered by NQTs were:

‘A lot of the time, I would turn up and the school wouldn’t know I was an NQT.’ (NQT)

‘They don’t know that I’m an NQT ... until I ask to get my form signed.’ (NQT)

‘Four months in, the school didn’t know I was an NQT.’ (NQT)

Communicating with supply agencies

8.34 Information on induction is disseminated to supply agencies via briefing events, at least on an annual basis by the Welsh Government, EWC and ECs. Feedback suggests that these sessions have been better attended

recently and were considered by agencies to be an important mechanism for keeping abreast of policy and regulatory developments.

- 8.35 LAs and ECs informed us that they communicate professional learning opportunities and dates to supply agencies, for them to pass on to their NQT. Feedback from supply agencies would suggest that this information is relayed to NQTs across three of the four agencies interviewed but that only a very small proportion choose to attend. However, feedback from NQTs who had undertaken supply work suggested that they receive very little information from supply agencies on the professional learning opportunities available via LAs or ECs and are often reliant upon other informal means of hearing about these. One current supply NQT observed that they were unaware of the professional learning sessions available in their area and another commented 'if I asked [the supply agency], they would be very short with me'. Likewise, LAs and ECs questioned the extent to which supply agencies 'pass that information on to NQTs'.
- 8.36 Supply agencies would welcome a more formal arrangement to collaborate with the key players involved with teachers' induction and one called for agencies to be 'better represented' on sector networks in this respect.
- 8.37 Supply agencies also called upon the Welsh Government to consider whether agencies could be funded to train and support NQTs and called upon any future guidance on teachers' induction to provide much greater clarity on the role of such agencies, with one adding that:
- 'we want to help and support our NQTs but we need clarity about who does what and what our role should be'. (Supply agency)
- 8.38 One specific example cited related to the role of agencies and schools in supporting supply NQTs. One supply agency argued that the current system 'consistently failed to establish at what point the school is responsible for NQTs'. It was suggested in this case that some schools would only use an NQT for a period of up to ten weeks as there was an understanding that schools would take responsibility for supporting the NQT at that point.

Future guidance relating to supply agencies

- 8.39 Contributors thought that there was a strong case for strengthening the induction guidance in terms of what is required of supply agencies and setting out explicit requirements of them. Suggestions included sharing information on professional learning sessions available to NQTs in their area and make them more accountable for the training and induction of the NQTs which it employs. There was also a view that the guidance could be strengthened in relation to the communication between ABs and supply agencies, particularly in relation to the placing of NQTs for longer-term contracts in schools. For instance, supply agencies must inform the respective AB of cases where NQTs are placed in schools for a period of three weeks or longer.

9. Views on resources available to NQTs

- 9.1 This chapter presents the findings of the fieldwork in relation to the resources accessed by newly qualified teachers (NQTs), including the Professional Learning Passport (PLP).

The Professional Learning Passport

- 9.2 It was commonly thought by all types of contributors that the introduction of the PLP web-based resource to record evidence and experiences of the induction process had been an extremely positive step. Contributors thought that significant improvements had been made to the PLP over the course of the last year or so, although several suggestions were offered for further improvements to improve its usability.
- 9.3 Whilst NQTs were perhaps more critical of the PLP than other contributors, they highlighted the advantages of the resource as:
- being able to clearly see which standards did not have any evidence submitted
 - being able to access it online and via a phone app
 - being able to upload photographic material and videos as evidence to support the standards: one NQT reported using Iris to record a lesson and upload it to the PLP and had found this an useful way of reflecting on their own practice 'looking back at it I realised I use way too many 'guys' in my language'.

Figure 9.1: Example of using the Professional Learning Passport

One focus group participant reported a very positive experience of using the PLP: 'my experience has been really different [to the rest of the group] and it's been useful. I didn't know how to tackle an issue in the class. I changed the way I was looking at it. My class was struggling with change [money] ... I used it as a tool to plan. I'm now a bit lost without it. I may go back to using it'.

- 9.4 The main practical issues raised by NQTs about the PLP included:
- the need for an introductory page
 - the difficulties of not being able to ‘sign in and stay in’
 - the need for a list of the professional standards within the Induction Profile
 - not being able to switch back and forth from Welsh to English and vice versa, when a user found one language difficult to understand
 - the complexity of navigation and a need for a simpler layout to see which standards have been covered and which haven’t. One NQT suggested that ‘it would be helpful to have a table summarising where you’re at against the standards ... to see how many I’ve got left ... it’s not easy to see the button you can select for this’
 - difficulties finding the comments which have been added to the PLP by an External Verifier (EV) or Induction Mentor (IM): ‘you get an email telling you that a comment has been added, but it’s really difficult to find this in the system’
 - fear of pressing the submit button. NQTs suggested changing the colour of this to reduce the risk of submitting their profile by accident.
- 9.5 NQTs who were better supported by their IMs were making more effective use of the PLP. Those who had not received any training relating to the PLP were struggling the most with it: one even suggested that ‘in September there should be a session on PebblePad [the PLP]’. As a result, NQTs who had not received appropriate guidance and training relating to the PLP were more likely to consider it as a tick-box exercise. For instance: ‘At the moment I’m not gaining anything from writing experiences up. If I got shown how [name of another focus group participant] uses it then I’d use it differently. At the moment, it’s just a checklist ... you rush things in the end’.
- 9.6 The evidence uploaded by NQTs to their Induction Profile on the PLP is reviewed by IMs and EVs. In addition, some Appropriate Bodies (ABs) monitor the progress made by NQTs via their PLP and contact those who

fail to upload any evidence at certain time of the academic year. ABs reported being concerned about those NQTs who do not complete their Induction Profile on a regular basis, leaving it until the end of their induction period to do so. Letters of concern may be issued to these NQTs and appropriate support put in place for them.

- 9.7 Other than practical issues relating to the PLP, the other main issue raised by NQTs, EVs and ABs alike related to the lack of consistent guidance around how many Professional Learning Experiences (PLEs) and the level of detail per PLE which NQTs needed to draw upon as evidence for meeting the 32 elements of the professional standards. EVs and ABs were aware that the advice to NQTs on this matter varied from one area to another and from one EV and IM to the next. Observations made included 'one AB told them they need three experiences per half term' whilst others suggested that they needed eight experiences, another one per half term whilst others advised them that it did not matter.
- 9.8 NQTs echoed this mixed advice and reported that they had been advised to write up their PLEs in a variety of ways as essays, bullet points and as short paragraphs. The discussion in one focus group revealed significant differences in advice even within the same region with one NQT observing that 'we were told mid-way to tick two or three standards [for each PLE]' whereas another had been advised to 'tick everything' although in this case had to amend their approach afterwards. At the time of fieldwork, the advice on the number of PLEs required for NQTs varied from between six and 16. In one region the guidance offered to NQTs had changed recently from requiring three minor pieces of evidence per descriptor (resulting in requiring over 30 pieces of evidence) to 16 to 20 more meaningful evidence in total.
- 9.9 NQTs argued strongly for greater clarity and consistency on the number of PLEs required to satisfy the professional standards but with some flexibility to adapt to individual approaches:

‘I think it should be what works for us’ and ‘I think it should be flexible. If you’re organising a trip then that experience might very well hit five standards. This is how it’s most useful’. (NQTs)

9.10 It was considered too early to assess whether NQTs would continue to use PLP after their induction although contributors were hopeful that its recent introduction within ITE meant that users would start to view it a default learning tool for their profession. However, continuation of use post induction is also dependent upon schools’ attitude to the resource. NQTs working in schools who are supportive of the PLP are more likely to continue using it:

‘I’ve shown it to my mentor in school ... and the response is quite negative. Teachers tell us ‘just get on with things this year’ and you realise that there’s no point to it ... it’s a chore.’ (NQT)

9.11 Three of the seven individuals who had completed their induction continued to use their PLP as they were finding it a helpful tool to record experiences which might be helpful for future promotion within the teaching profession. In one of these cases, the school encourages teachers to use the PLP whereas in the others the continued use of PLP was made despite there being quite a negative attitude amongst colleagues to it.

Other resources

9.12 A range of other resources are accessed and used by NQTs. These could be grouped into induction information resources and teaching and educational resources, including:

Figure 9.2: Resources used by NQTs

Induction information resources	Teaching and educational resources
<ul style="list-style-type: none"> • EC websites and social media • LA websites • EWC website and information packs 	<ul style="list-style-type: none"> • Hwb • EBSCO • Dysgu • TES • Twinkle • Impact Wales

9.13

9.14 Hwb was regularly identified as the most common and useful teaching resource amongst NQTs whilst other teaching resources were less commonly cited. In terms of induction information resources, the main point raised by NQTs was the need for a clear and short 'dummy' guide for those setting out on induction which clarified the necessary steps they should take, particularly for supply NQTs. Whilst it was recognised that detailed information was available on the EWC website, several NQTs suggested that it was 'overloaded' and difficult to interpret.

10. Effectiveness of teachers' induction period

- 10.1 This chapter considers the views of those who contributed to the fieldwork on the overall effectiveness of teachers' induction period. It explores the extent to which induction builds upon experiences gained during Initial Teacher Education (ITE); prepares individuals for teaching through the medium of Welsh and equips individuals with an ethos of continued learning and professional development.
- 10.2 The chapter also discusses contributors' ideas about the future of teachers' induction which have not already been covered within this report, particularly extending the induction period from one to two years and linking the successful achievement of the induction period with teacher pay and conditions.

Building upon Initial Teacher Education

- 10.3 Contributors acknowledged that recent changes to ITE provision has improved alignment with teachers' induction experience, particularly in terms of newly qualified teachers' (NQTs) improved knowledge of the new professional standards and a modest increased understanding of what the induction programme will entail. These improvements were expected to gain further traction over the coming few years given that the current cohort of ITE trainees are adopting the Professional Learning Passport (PLP) for the first time during this academic year. Despite this, there was a call for greater integration and cohesion across ITE and induction programmes, so that they would not be perceived as two distinct and separate phases of qualification. A small number of stakeholders took the view that ITE and induction needed to be 'merged' or 'packaged' into a single offer with a greater emphasis upon communicating the overall journey and requirements to applicants at the outset.

Preparing to teach through the medium of Welsh

- 10.4 Given that only six NQTs were teaching (at least in part) through the medium of Welsh, care must be taken when interpreting their views on the effectiveness of the induction programme in preparing them to teach through the medium of Welsh. Overall, these NQTs suggested that they

were able to engage with most aspects of the induction programme through the medium of Welsh, including access to Welsh speaking IMs and completion of their Induction Profile in Welsh, although some difficulties were raised in relation to their matching with Welsh-speaking EVs.

- 10.5 However, not all these NQTs had been able to access professional learning sessions through the medium of Welsh and these individuals felt at a disadvantage having to discuss their profession in English. One NQT, who had undertaken a Welsh-medium BA Education degree and was teaching in Welsh, commented that:

‘I do think that those who teach in Welsh are under a disadvantage really because the terminology used on the courses are in English’. In this case the training provision accessed within the LA was in English and the individual noted that ‘I was gutted to be honest with you’. (NQT)

- 10.6 To overcome these issues, LAs collaborate with neighbouring counties to enable NQTs to attend Welsh language sessions available in these areas. However, NQTs were not keen on attending sessions where they would not be familiar with their peers and feared missing out on any local intelligence available within their ‘local’ session. For sessions run by one Education Consortia (EC) travelling expenses are paid to allow NQTs to travel to a Welsh language course of their choice.

- 10.7 Whilst somewhat outside the scope of this research, feedback from three other Welsh speakers who had decided not to teach through the medium of Welsh is worth noting, and points to the need for continued confidence-raising and skills development support over the course of their induction period:

Figure 10.1: NQTs’ feedback on Welsh medium teaching

Three NQTs at one focus group were first language Welsh speakers, having also been educated in school through the medium of Welsh. All three would like to work through the medium of Welsh but had taken the decision to teach through the medium of English due to a perception that their Welsh wasn’t ‘good enough’. They reported that this had been

fuelled by a fear of being looked down upon by ‘snobbish’ Welsh speaking colleagues and a lack of confidence to teach through the medium of Welsh. In all cases, these NQTs would have welcomed support to improve their formal Welsh, including support to develop Welsh subject terminology.

Equipping individuals with an ethos of continued learning and professional development

- 10.8 Many, but far from all, NQTs thought that they were reflecting effectively upon their own teaching practices during their induction period and were using their non-teaching time to capture these experiences and to learn from them. In this respect, the Professional Learning Passport (PLP) was considered a useful tool for retaining such experiences and lessons. However, NQTs who viewed the PLP as a tick-box exercise in order to complete their induction requirements did not benefit in the same manner. This was reinforced by AB representatives who argued that the better supported and strongest NQTs were able to reflect effectively on their own practices but that others could benefit from ongoing support for an ethos of continued learning to be embedded within their approach.

Extending teachers’ induction period

- 10.9 There was no desire amongst the range of contributors to extend the statutory teachers’ induction period from one to two years or equivalent, although there was broad endorsement for extending the support available to NQTs over a longer period, possibly over two or three years. NQTs would benefit from being able to access elements of the induction programme such as IM support and protected teaching time during their second year of teaching. Several NQTs suggested that a gradual reduction in levels of support and non-teaching time rather than the sudden discontinuation would be appropriate.
- 10.10 There was a view that some NQTs would stand to benefit from this support more than others i.e. younger NQTs with less life experience to draw upon when dealing with issues such as behaviour management and difficult parents; those moving to teach in a different setting (from Foundation to

KS2 for instance) and those who had not benefited from IM support during their induction period as a result of having undertaken the supply route.

One participant who had completed her induction observed:

‘I’ve got a harder class this year but no support. I’m also the first point of call for another new NQT in the school this year. I feel a bit forgotten this year. It feels a bit of a cliff edge.’ (NQT)

- 10.11 Several individuals called for a greater emphasis to be placed upon supporting the wellbeing of new teachers after they had completed their induction programme, given the challenges associated with exhaustion, feeling overwhelmed and unsupported. For instance, one observed:

‘Three weeks ago I just wanted to finish it. I couldn’t cope with it all. I had no support, I didn’t know where to go. I felt that I had the world on my shoulders, I went to the doctor and they didn’t know what to do. I did a 70 hour week last week – it’s a lot of work, it’s really hard. I’m in school by 7.30am and home by 6pm and then I start work again [at home]. I work weekends and I’m shattered. My head says shut the laptop and work less, but it’s really hard to know how to prioritise.’ (NQT)

Linking successful achievement of induction with teacher pay and conditions

- 10.12 At present, NQTs do not progress to a higher level of pay on the successful completion of their induction but rather are considered in the same way as other teachers, in that they are subject to Welsh Government schoolteachers’ pay and conditions which stipulate that progression in the remuneration of a teacher is made annually with effect from the 1st of September or when a teacher takes up a new post⁵⁵. In terms of linking the successful achievement of the induction period with teacher pay and conditions, there was broad consensus amongst NQTs and ABs that it would be appropriate for pay increases to be linked to the successful achievement of induction.

⁵⁵ Welsh Government (2019) [School Teachers’ Pay and Conditions \(Wales\) Document 2019 and guidance on school teachers’ pay and conditions](#).

10.13 The main issue, raised by those NQTs who completed their induction during the academic year, was that they did not receive a pay rise until the start of the following academic year yet were not benefiting from the advantages of the induction programme, such as a reduced teaching workload or IM support during this time.

11. Conclusions and recommendations

11.1 This chapter presents our conclusions and offers suggestions for changing and strengthening teachers' induction arrangements in Wales. In doing so, we return to consider the study's four key research questions relating to:

- awareness, knowledge and attitudes towards the requirements of statutory induction
- the effectiveness of statutory induction in building upon Initial Teacher Education (ITE), providing professional experiences, supporting practitioners to reflect on their own practice and preparing newly qualified teachers (NQTs) for lifelong learning and a career in teaching
- the conditions which support or hinder effective induction
- ways in which induction could be strengthened to support the objective of developing a highly-skilled workforce in Wales.

Awareness, knowledge and attitudes towards statutory induction

11.2 We conclude that awareness of teachers' statutory induction in Wales amongst NQTs prior to engaging with induction varies, with supply NQTs being the least informed about the requirements of the induction period. NQTs moving back, or into, Wales to undertake their induction were also less informed about induction requirements. It is concerning that many NQTs, particularly supply NQTs, are not working towards their induction in Wales despite efforts by the Education Workforce Council (EWC) to communicate the requirement to do so. The initial briefing sessions provided by Local Authorities (LAs) and Education Consortia (ECs) are the most important and informative method for NQTs to fully appreciate the requirements of the induction period and should, therefore, be retained.

11.3 Recent efforts by ABs to communicate the requirements of teachers' induction to current trainees on ITE programmes in Wales appear to have helped improve awareness and should, in our view, continue. There is further scope to embed a positive awareness and attitude towards induction within ITE provision across Wales. It is very much the case that NQTs fail to recognise the importance of the information shared until the point at

which it becomes relevant to them: this would explain the importance of initial briefing sessions for NQTs. Consideration must also be given to methods of identifying and informing those NQTs who move or return to Wales to undertake their teachers' induction, having completed their ITE at an institution outside Wales.

- 11.4 Given the involvement of so many organisations and different roles, many NQTs miss out on the opportunities available to them as part of their induction as they transfer from one setting to another, or to not be engaged from the outset at all. This journey starts at the end of ITE (although the numbers who don't register as schoolteachers with EWC because of lack of awareness during this transition appears to be low due to ITE providers' focus on getting trainees to register). There is a strong case for EWC to share their database of newly registered schoolteachers with Appropriate Bodies (ABs) prior to the start of the academic year so that ABs can proactively contact and communicate with NQTs directly to secure their participation in an initial induction briefing session.
- 11.5 Feedback from NQTs who contributed to this research suggests that a period of induction for new teachers is appropriate but the current programme is often perceived as a 'hoop' to jump through or a 'box to be ticked' in order to continue their career in the profession, as opposed to it being considered as an initial step on a professional development journey.

Effectiveness of statutory induction

- 11.6 We conclude that the current arrangements for teachers' induction in Wales are well suited for the majority of school-employed NQTs who are also provided with adequate support from their Induction Mentor (IM). However, the numerous examples captured via this study of NQTs who don't fit these criteria suggests that there is a need for some fundamental changes to the teachers' induction programme in Wales.
- 11.7 Based on the feedback collected, we conclude that a statutory induction period of one year is appropriate, but that consideration should be given to extending aspects of the support in place (including a gradual reduction in non-teaching time and further mentoring or peer network support).

- 11.8 Based on NQTs feedback, two aspects of the teachers' induction programme require addressing as a priority. The first relates to the experiences of supply NQTs and the second is around NQTs' experiences of IM support.

Supply NQTs

- 11.9 The experience of supply NQTs undertaking induction is overwhelmingly challenging and there is a need to ensure that a more equitable experience is provided to this cohort. There is a strong argument for raising the bar in terms of what the minimum teaching experiences for NQTs should be, if the Welsh Government is committed to ensuring that they are able to demonstrate that they meet the professional standards for teaching and leadership at the end of their induction period. In our view, it is unrealistic to expect NQTs to achieve the requirements of the new standards via short-term supply work alone.

- 11.10 There is also a case for improving the support and experiences of supply NQTs during their induction period so that they gain a more equitable provision to that of their school-employed counterparts. In this respect, and given the positive findings of its independent evaluation discussed at Chapter 3 of this report, there is a strong case for extending the Supply Cluster Pilot project to employ and support an appropriate number of supply NQTs on an annual basis.

Experience of IM support

- 11.11 Secondly, NQT's experience of IM support varies significantly amongst school-employed NQTs and those undertaking supply do not currently access similar mentoring provision. There is a strong case for addressing this area of teachers' statutory induction as a priority.

Conditions which support or hinder effective induction

Role of organisations

- 11.12 Teacher's induction arrangements in Wales are complex, due to the involvement of a range of stakeholders and the need to accommodate the needs of employed and supply NQTs who follow very different routes

through the process. The fieldwork found that the organisation of teachers' induction in Wales is dependent upon the inputs of a wide range and number of organisations (Welsh Government, EWC, Local Authorities (LAs), Education Consortia (ECs), schools and supply agencies) and individuals (IMs and External Verifiers, EVs). There is a strong argument for simplifying the approach as much as is practically possible and adopting greater consistency in terms of the support in place and methods of communicating with NQTs.

- 11.13 The ECs take a differentiated approach to the role of AB and the delegation of that role. In ECs where the AB role is undertaken at LA level there is naturally a greater level of variation across that region in the practices and systems which are adopted. There would be benefit for ECs, together with their respective LAs, to review the models of working adopted across all regions. In stating this, we acknowledge that some LAs who undertake the AB role operate very efficiently but others lack the necessary resources to undertake a consistent approach.

Communication and information

- 11.14 Given that teachers' induction is viewed as a tick-box process as opposed to the first stage of a professional development journey, we conclude that there is a need to re-package and present teachers' induction in a manner which is reflective of the focus and language now used across education policy, with the emphasis upon induction being a key stage in a long-term professional learning journey. There is scope to better communicate such a message to those currently undertaking ITE as well as the teaching profession more broadly.
- 11.15 There is a wide range of excellent, detailed information to support teachers' induction available to those who are embarking upon a career in teaching. These are available across a range of different organisation's websites and provided directly to NQTs via the EWC upon registration as a schoolteacher. There appears to be a gap in terms of a simpler visual route map presented in a more user-friendly manner, targeted towards those who are about to complete their ITE or who have just registered as a new

schoolteacher with EWC, to set out the critical next steps they should be taking.

Professional learning

- 11.16 Feedback from NQTs point to the professional learning opportunities provided as part of their induction to be a strength of the approach. Based on the feedback gathered, there are opportunities to build upon this provision possibly via a quality assured single, national programme of professional learning which could be delivered flexibly. We suggest that it be made a mandatory requirement for NQTs to participate in professional learning, and that this be applicable to both employed and supply NQTs. Engagement with professional learning should be necessary for the successful completion of the induction period. Supply NQTs should be financially reimbursed for attending any professional learning sessions delivered as part of the induction programme.

Supply agencies

- 11.17 Supply agencies have come to play a greater role within teachers' induction over the last few years, in light of the increased numbers of NQTs undertaking their induction via this route. In our view, teachers' induction guidance needs to acknowledge this and strengthen the requirements in place for supply agencies, to extend some of the effective practices which are currently adopted by a small number of agencies. This would go some way to close the current gap between supply agencies' policies and practices and NQTs experiences of working for them. The guidance needs to set out greater clarity and detail about the functions which supply agencies are expected to adopt.

Suggestions for strengthening teachers' statutory induction

- 11.18 We outline below six strategic recommendations to strengthen teachers' statutory induction in Wales in the future.

Recommendation 1: We recommend that a statutory induction period of one year be maintained, but that consideration be given to extending the support after this duration. This could include providing mentoring and peer network support together with a gradual reduction in non-teaching time after the end of the statutory period.

Recommendation 2: We recommend that the Welsh Government considers how a more equitable experience of induction could be provided to supply NQTs. This could involve developing a distinct model specifically designed for supporting supply NQTs. It could include:

- an approach which aims to provide supply NQTs with greater experiences of consecutive periods of teaching within a single school
- extending the Supply Cluster Pilot project as a vehicle for providing longer-term supply teaching experiences to supply NQTs undertaking induction
- financially reimbursing supply NQTs for attending professional learning sessions
- recording eligible supply teaching experiences by using evidence already available via supply agency employment records to reduce the current burden upon supply teachers to collect this manually
- ensuring that supply NQTs access dedicated IM support. This could be achieved via EVs, supply agencies or built into the Supply Cluster Project approach
- clarifying the requirements upon schools to provide protected teaching time to supply NQTs placed with them.

Recommendation 3: We recommend that the Welsh Government, in conjunction with ECs and LAs, consider whether a more simplified structure could be applied to induction arrangements in the future. This might include reviewing the continued appropriateness, and the specific

roles, undertaken by EVs, IMs and ABs. It should also consider the role and requirements expected of supply agencies, in light of suggestions offered at Recommendation 2.

Recommendation 4: We recommend that the Welsh Government considers how all NQTs could benefit from excellent IM support during their statutory teachers' induction. In light of changes which could stem from implementing recommendation 3, this might include exploring options for developing and delivering flexible training for IMs and enhancing the role of the IM in terms of status and financial recognition.

Recommendation 5: We recommend that the Welsh Government reviews the administrative and communication processes currently adopted by key organisations involved within teachers' statutory induction. We suggest that this review should explore the transfer of information about newly registered schoolteachers to ABs and the process of contacting newly registered schoolteachers to engage them with induction.

Recommendation 6: We recommend that the Welsh Government, in conjunction with ECs, commission a quality assured single, national programme of professional learning for NQTs which could be made available in a flexible manner. This programme should consist of core mandatory modules (to include an initial briefing session) which NQTs would be expected to complete during their induction period and additional modules which could be offered during the first two to three years of teaching.

11.19 We also set out below some practical suggestions, based upon ideas offered by contributors to this study, which the Welsh Government might wish to consider for the short-term whilst discussions take place on future induction arrangements as part of the Early Career Support Package in light of the recommendations made above. We think it would be helpful if teachers' induction guidance set out:

- greater detail relating to induction arrangements for schools under special measures, drawing upon the most common questions posed to, and answers provided by, ABs
- examples of how NQTs can potentially access their protected teaching time in different school settings
- a clear definition of what is meant by 'regular employment' of supply NQTs so as to clarify the point at which schools should be taking more responsibility for supply NQTs
- a more suitable interpretation of a teaching session to be used across secondary settings: whilst a half-day session is appropriate for primary NQTs, secondary NQTs could accumulate individual lessons in a more flexible manner
- greater detail about what is expected of an EV including the maximum number of NQTs which EVs can expect to quality assure; when NQTs can expect to have initial contact with their allocated EV; and what is required of ABs in terms of monitoring the work of EVs
- encouragement for the effective practice of EV facilitated twilight sessions for NQTs associated with their cluster of schools.

Annex A: Research instruments

Topic guide 1: NQTs Focus Group

Background

1. Tell me a little about yourself, your teaching experiences and the status of your induction:
 - Prompt: when did you start teaching?
 - Prompt: have you just started, are mid-way or successfully completed the induction period?
 - Prompt: are you employed by a school or do you undertake supply work?
 - Prompt if supply: what is the nature and terms of your current supply work? For instance, is this long-term supply (e.g. maternity cover) or short-term supply (e.g., less than 1 term or 2 consecutive half terms)?
 - Prompt if previously supply: what was the nature and terms of any previous supply work? For instance, approximately how many schools placed with and duration of supply work at each

Awareness of statutory induction, including the regulations and guidance

2. Were you aware of the need to undertake statutory induction when you first started teaching?
 - What did you think about this as a concept?
3. How well informed were you initially about what would be required of you during the statutory induction period? Prompt about:
 - How were you made aware of these requirements?
 - [Supply teachers only] How, if at all, did supply agencies make you aware of these requirements?
 - Were you aware that NQTs must be registered provisionally with the EWC in the category of school teacher before induction can commence?
 - Were you aware that every session worked as a teacher must be counted towards induction?
 - Were you aware that sessions worked as a TA or cover supervisor cannot be counted towards induction?
 - Were you aware that every teaching session must be logged by you with EWC?
 - Were you aware that NQTs may not be assigned to work as a teacher in a school requiring special measures, unless Estyn has certified in writing that the school is fit to provide induction supervision and training?

4. How familiar are you with the current regulations and guidance on statutory induction for newly qualified teachers in Wales⁵⁶?
 - Have you experienced any issues which are not adequately accommodated by these?

Teaching sessions

5. What are your views on the requirement for NQTs to complete a minimum of 3 terms/380 school sessions (one session is counted as half a day) as part of the induction period?
 - What issues, if any, does this pose for you?
6. Do you receive your entitlement to reduced teaching time for professional development during your induction period? (This is in addition to the 10% reduction in teaching time for PPA.)
 - [For those who have worked in more than one school setting, including supply NQTs] How, if at all, does this entitlement vary from one school to another?
 - If not, why is this?

Professional development and training provision

7. Which educational consortia/LA delivered NQT professional learning programme have you attended so far?
 - How many sessions have you attended?
 - What's good about these sessions?
 - How, if at all, could they be improved?
8. [\[Supply teachers only\]](#) Do supply agencies offer any professional learning opportunities for you?
 - If so, what is the nature of this provision for each supply agency?
 - How is provision made available (e.g. Full day sessions, twilight)?
 - Are you paid for attending any sessions?
9. [\[Supply teachers only\]](#) Do supply agencies make you aware of professional learning sessions provided by consortia/LAs? If so, which ones and how?
10. [\[Supply teachers only\]](#) Do supply agencies support you financially to attend professional learning sessions provided by consortia/LAs? If so, which ones and how?

⁵⁶ Welsh Government (2017) [Induction for newly qualified teachers in Wales](#).

Induction mentor role

11. What support do you receive from your induction mentor⁵⁷?

- Who undertakes this role?
- How often do you meet with your mentor?
- What's good about the mentoring support you receive?
- In what way could the mentoring support be improved?

External verifier role

12. What support do you receive from your external verifier?

- Who undertakes this role?
- How often do you meet with your external verifier?
- What's good about the support you receive from your external verifier?
- In what way, if at all, could the support provided by the external verifier be improved?

For those employed by supply agencies

13. [Supply teachers only] In what way do supply agencies support you in meeting your statutory induction requirements e.g. in helping to achieve the necessary teaching sessions, in its communication to schools, in advising you on recording evidence to meet the professional standards etc?

- How effective is the support provided by the supply agency?
- What issues, if any, have you experienced?

14. [Supply teachers only] What role do supply agencies have in monitoring your progress?

- What information or evidence do supply agencies access about your work and progress made?
- Who provides this information to them?

15. [Supply teachers only] How effective are the processes adopted by supply agencies to monitor your progress?

- Why do you say this?

16. [Supply teachers only] Have there been any problems in the communication between the supply agencies and schools when you are allocated to undertake supply work?

- What were these problems and what do you think their causes were?

⁵⁷ Note that supply NQTs who are on a series of short-term placements in different schools will not have a school-based mentor. The role is undertaken by the external verifier.

- How could any issues be addressed in the future?

Resources

17. Do you use the EWC's Professional Learning Passport (PLP) to record professional experiences?

- How well does this work in practice?
- What are the strengths and weaknesses of the PLP?
- In what way, if at all, should the PLP be changed to better meet your needs?

18. What other resources (prompt it needed: Hwb, EWC and consortia websites) do you access and use?

- How well, or otherwise, do these resources meet your needs?
- In what way, if at all, could these resources be improved to better meet your needs?

Effectiveness of current teachers' statutory induction period

[Note to researcher: the following questions need to be tailored according to NQTs personal and experience to date of the induction process, accepting that some will be at the start of this journey and others will have completed their induction]

19. How well, or otherwise, has your experience of the induction period built upon those you gained during Initial Teacher Education (ITE)?

- Why do you say this?

20. How well, or otherwise, has your induction experience prepared you for a career in teaching?

- Why do you say this?
- What, if anything, could be improved or changed?

21. Do you consider that the statutory induction you have received is appropriately tailored to the sector (e.g. primary, secondary, special school settings) in which you are working?

- Why do you say this?

22. [For those wishing to teach through the medium of Welsh] How well, or otherwise, has your induction experience prepared you for teaching through the medium of Welsh?
- Why do you say this?
 - What opportunities or support have you accessed in Welsh to help prepare you (e.g. professional learning programmes, Welsh speaking mentor/external verifier, school teaching opportunities etc)
 - What have been the strengths and weaknesses in terms of preparing you to teach through the medium of Welsh?
 - How, if at all, could the induction have been improved in terms of preparing you to teach through the medium of Welsh?
23. To what extent has your experience of induction provided you with the professional experiences to evidence that you are meeting the induction descriptors within the professional standards?
- Why do you say this?
24. How effectively did induction enable you to reflect on your own practice and reach goals you set for yourself?
- Why do you say this?
25. To what extent has your experience of induction equipped you with an ethos of continued learning and professional development?
- Why do you say this?
 - What, if anything, could be improved or changed?

Future

26. What changes, if any, would you like to see made to teachers' statutory induction arrangements in the future?
- Why do you say this?
 - What are your views about extending teachers' statutory induction period from one to two years, as is happening in England?
 - What are your views on linking the successful achievement of the statutory induction period with teacher pay and conditions? How could this work in practice?

Topic guide 2: LA/Educational Consortia Representatives

Background

1. Tell me a little about:
 - Your role
 - Your organisation's involvement with teachers' statutory induction provision
2. How is statutory induction provision arranged within the area/region?
 - What role is undertaken by the educational consortia, local authorities and schools?
 - What structures/processes are in place to manage induction provision?

Awareness of statutory induction

3. In your own experience, how aware are NQTs of the need to undertake statutory induction when they first start teaching?
 - How do NQTs perceive statutory induction (e.g. in a negative or positive light)?
 - Why do they have these perceptions?
 - How well informed are NQTs at the outset of their teaching about what is required of them during the statutory induction period? (e.g. are they aware of the need to log every teaching session with EWC, that every session worked as a teacher must be counted towards induction, they need to be provisionally registered with the EWC in the category of school teacher before induction can commence, if undertaking supply they must complete 380 sessions)?
 - How are they informed of these requirements?

Current teachers' induction regulations and guidance

4. How appropriate, or otherwise, are the current regulations as set out in Education (Induction Arrangements for School Teachers) (Wales) 2015⁵⁸?
 - Why do you say this?
 - Which aspects of the current regulations work well?
 - Which aspects of the current regulations prove problematic?

⁵⁸ [The Education \(Induction arrangements for School Teachers\) \(Wales\) Regulations 2015.](#)

5. How appropriate, or otherwise, is the current Welsh Government guidance 'Induction for newly qualified teachers in Wales'⁵⁹?
 - Why do you say this?
 - Which aspects of the guidance work well?
 - Which aspects of the guidance prove problematic?
 - What issues encountered in your area, if any, are not covered by the guidance?

6. How appropriate, or otherwise, is the induction guidance on the EWC website?
 - Why do you say this?
 - Which aspects of the guidance work well?
 - Which aspects of the guidance prove problematic?
 - What issues encountered in your area, if any, are not covered by the guidance?

7. What are your views on the current guidance in terms of what is expected of LAs (and delegated to regional consortia as appropriate) as the appropriate body (AB)?
 - Why do you say this?
 - Which aspects, if any, of the guidance could be improved or changed in this respect?

Teaching sessions

8. What are your views on the requirement for NQTs to complete a minimum of 3 terms/380 school sessions as part of the induction period?
 - Why do you say this?
 - What issues, if any, does this pose for LAs/educational consortia?
 - What issues, if any, does this pose for NQTs?
 - What other issues, if any, does this pose for supply teaching NQTs?

9. To what extent do NQTs receive their entitlement to reduced teaching time during their induction period?
 - What accounts for this?
 - In what way could the guidance be further developed to help address any issues?

⁵⁹ Welsh Government (2017) [Induction for newly qualified teachers in Wales](#).

Professional development and training provision

10. What is the nature of the educational consortia/LA delivered NQT professional learning programme made available within the region/authority?

- What sessions/courses are delivered?
- Who delivers the programme?
- How many sessions are NQTs expected to attend?
- How well attended are sessions?
- What are the strengths and weaknesses of the programme?

11. What changes, if any, should be made *to the way* professional learning programmes are managed and delivered in the future⁶⁰?

- Why do you say this?

Role of the appropriate body (AB)

12. What role and functions are expected of the appropriate body within this area/region?

- To what extent are these in keeping with Welsh Government regulations and guidance?

13. How are mentors and EVs allocated to NQTs in your area/region?

- How easy/quickly does the appropriate body allocate a mentor/EV to NQTs?
- Are there any difficulties in allocating a mentor/EV to NQTs?
- If so, what are these difficulties?
- If so, how could these difficulties be addressed?

Induction mentor role

14. What role and functions are expected of induction mentors within the area/region?

- To what extent are these in keeping with Welsh Government guidance?
- Who undertakes the induction mentor role (for school and supply NQTs)?

15. What training/support is provided to induction mentors to enable them to undertake their role?

- How effective is this training/support?
- What, if anything, could be improved or changed?

⁶⁰ Please note that Prof Mick Waters has been commissioned by the Welsh Government to review the quality of professional learning programmes available to NQTs. Our review should focus on the process/technical aspects of provision rather than the appropriateness and quality of the professional learning programme content.

16. How easy, or otherwise, is it to recruit induction mentors?

- What accounts for any recruitment issues?
- [If relevant] How could any recruitment issues be addressed?

17. How well, or otherwise, do induction mentors undertake their role?

- How consistent, or otherwise, is the quality of mentoring provided?
- What are the strengths and weaknesses of the approach taken?
- What accounts for any strengths/weaknesses?
- How could any future Welsh Government guidance address any weaknesses or inconsistencies?

18. To what extent do NQTs receive the support to which they are entitled to from their induction mentor?

- What accounts for any issues?
- How do NQTs experiences differ by nature of employment/school setting?

External Verifier role

19. What role and functions are expected of external verifiers (EVs) within the area/region?

- To what extent are these in keeping with Welsh Government guidance?
- Who undertakes the external verifier role (for school and supply NQTs)?

20. What training/support is provided to EVs to enable them to undertake their role?

- How effective is this training/support?
- What, if anything, could be improved or changed?

21. How easy, or otherwise, is it to recruit EVs?

- What accounts for any recruitment issues?
- [If relevant] How could any recruitment issues be addressed?

22. How effectively do external verifiers undertake their role?

- What accounts for any strengths/weaknesses?
- How could any future Welsh Government guidance address any weaknesses or inconsistencies?

EWC's administrative role

23. What role does the EWC perform in terms of teachers' induction administration across Wales?

- Ask about role in issuing payments to schools and external verifiers
- Ask about role in maintaining records and reporting

- Ask about role in chasing NQTs who are not undertaking induction
- Ask about any other role being undertaken

24. How effectively do you think EWC undertakes its role in relation to teachers' induction administration?

- Ask for each role identified from the above question
- Why do you say this?
- What works well?
- What could be improved or changed in the future?

Supply agencies role

25. To what extent do supply agencies keep abreast of developments and statutory requirements relating to teachers' induction policy?

- Do they attend any consortia training or do you brief them?

26. What role is undertaken by supply agencies to support NQTs in your area/region?

- Do they inform supply NQTs of the professional learning sessions you provide?
- Do they support supply NQTs to attend professional learning sessions provided by consortia/LAs?
- Do they deliver any provision directly to supply NQTs?
- Do they monitor supply NQTs' progress?

27. How effectively do supply agencies undertake their expected role to support NQTs?

- Why do you say this?
- What issues are experienced by supply NQTs in achieving their statutory induction period?

28. How effective is the communication between supply agencies and schools when allocating NQTs to undertake supply work?

- Why do you say this?
- What, if any problems have been experienced and what were their causes?
- How could any issues be addressed in the future?

Resources

29. How well or otherwise does the EWC's Professional Learning Passport (PLP) work in practice?

- Why do you say this?

- Do NQTs routinely use the PLP to record professional experiences?
- To what extent does the PLP allow NQTs to reflect against the relevant professional standards?
- What are the strengths and weaknesses of the PLP?
- In what way, if at all, should the PLP be changed to better meet the needs of NQTs in the future?

30. How well or otherwise do other resources (such as Hwb, EWC and educational consortia websites) meet the needs of NQTs during their induction period?

- Why do you say this?
- In what way, if at all, could these resources be improved to better meet the needs of NQTs in the future?

Effectiveness of current teachers' statutory induction period

31. To what extent are current arrangements and provision available during the statutory induction for new teachers meeting the needs of the following teaching cohorts?

- Teachers working in different settings (primary, secondary, special schools)
- Teachers employment terms (employed full-time or part-time by the school, undertaking supply on behalf of agency etc)
- Language medium of setting
- NQTs level of experience (starter vs experienced stage)

32. How well, or otherwise, does the induction period build on the experiences gained during Initial Teacher Education (ITE)?

- Why do you say this?
- How, if at all, does this differ for NQTs employed by schools and those undertaking supply?

33. How well, or otherwise, does the induction period help prepare NQTs to teach through the medium of Welsh?

- Why do you say this?
- What opportunities or support are provided in Welsh to help prepare NQTs (e.g. professional learning programmes, Welsh speaking mentor/external verifier, school teaching opportunities etc)
- What are the strengths and weaknesses in terms of preparing NQTs to teach through the medium of Welsh?
- How, if at all, could induction be improved in terms of preparing NQTs to teach through the medium of Welsh?

34. How well, or otherwise, does the induction period provide NQTs with the professional experiences to evidence that they are meeting the induction descriptors and working towards the professional standards?
- Why do you say this?
 - How, if at all, does this differ for NQTs employed by schools and those undertaking supply?
35. How effective is the induction period in supporting NQTs to reflect on their own practice and reach goals they set themselves?
- Why do you say this?
 - How, if at all, does this differ for NQTs employed by schools and those undertaking supply?
36. To what extent are current arrangements and provision available during the statutory induction for NQTs equipping them with an ethos of continued learning and professional development
- Why do you say this?
 - What, if anything, could be improved or changed?
 - How, if at all, does this differ for NQTs employed by schools and those undertaking supply?
37. To what extent are current arrangements and provision available during the statutory induction for NQTs preparing them for a career in teaching?
- Why do you say this?
 - What, if anything, could be improved or changed?
 - How, if at all, does this differ for NQTs employed by schools and those undertaking supply?

Future

38. What, if any, changes would you like to see made to statutory induction in the future?
- Why do you say this?
39. What changes, if any, would you like to see made to how teachers' induction provision is delivered in Wales?
- Why do you say this?
 - What role, if any, is there for ITE partnerships in the future?
40. Would you welcome any discretion within the guidance to allow appropriate bodies to award the successful completion of an induction period to an NQT who does not achieve the minimum number of teaching sessions?
- If so, what level of discretion would be suitable?

41. What are your views about extending teachers' induction period from one to two years, as is happening in England?

- Why do you say this?

42. What are your views on linking the successful achievement of the induction period with teacher pay and conditions?

- How could this work in practice?

Topic guide 3: Representatives from supply agencies

Background

1. Tell me a little about:

- Your role
- Your organisation's involvement with teachers' statutory induction provision
- Your organisation's geographical coverage in terms of supplying schools

2. How many supply teachers are currently registered with you who are undertaking induction and have been placed (by you) as a teacher in a school since September 2018?

3. Do you have a policy setting out your arrangements/procedures for managing and supporting supply teachers undertaking induction?

- If so, would it be possible to have copies of these?

Awareness of statutory induction

4. From your own experience, how aware are supply teaching NQTs of the need to undertake statutory induction when they first start teaching?

- How do NQTs perceive statutory induction (e.g. in a negative or positive light)?
- What accounts for these perceptions?
- How well informed are NQTs at the outset of their teaching about what is required of them during the statutory induction period? What makes you say that?
- What role, if any, do you as a supply agency have in informing them about these requirements?

5. To what extent are you familiar with the statutory induction requirements in relation to supply NQTs?

- Are you aware that they need to be provisionally registered with the EWC in the category of school teacher before induction can commence?

- Are you aware that that every session worked as a teacher must be counted towards induction?
- Do NQTs count sessions worked as a TA or cover supervisor towards induction?
- Are you aware that every teaching session must be logged by the NQT with EWC?
- How do you respond to a school in Estyn 'special measures' that requires an NQT?
[Are you aware that NQTs may not be assigned to work as a teacher in a school requiring special measures, unless Estyn has certified in writing that the school is fit to provide induction supervision and training?]

Current teachers' induction regulations and guidance

6. How familiar are you with current regulations and guidance relating to teachers' induction?^{61, 62}
 - What issues experienced by supply teachers, if any, are not adequately accommodated by regulations or guidance?
7. How does your organisation keep up to date with policy developments and statutory requirements in induction policy?
 - For instance, do you attend consortia training, subscribe to Dysg, maintain contact with consortium induction co-ordinators, attend Welsh Government's annual briefing to supply agencies?
8. Does your organisation check teachers' induction status⁶³ before they are placed in schools?
 - If so, how often do you check status?
 - If so, what evidence do you use (e.g. NQT's word, EWC evidence, certificates)?
9. Do you inform schools of the teachers' induction status when placing NQTs at the school?
 - [If not] Why not?
10. What specific issues do supply NQTs experience in achieving their statutory induction period?

⁶¹ [The Education \(Induction arrangements for School Teachers\) \(Wales\) Regulations 2015.](#)

⁶² Welsh Government (2017) [Induction for newly qualified teachers in Wales.](#)

⁶³ For example exempt from, in the process of undertaking induction, successfully completed induction or failed induction

Teaching sessions

11. What are your views on the requirement for NQTs to complete a minimum of 3 terms/380 school sessions as part of the induction period?
 - What issues, if any, does this pose for supply teaching NQTs?
12. To what extent do supply NQTs receive their entitlement to reduced teaching time during their induction period?
 - How does this work in practice for NQTs who may only gain short-term or part-time supply work?
 - [Where relevant] Why don't NQTs receive their entitlement?
 - In what way could the guidance be further developed to help address any issues?

Professional development and training provision

13. How do you support supply NQTs' professional learning during their statutory induction period?
 - What is the nature of provision delivered directly by your organisation to NQTs?
 - How is provision made available (e.g. group sessions, telephone support, web-based sessions etc)?
 - [If provision is delivered via attended sessions] What is the format of these sessions (e.g. full day session, twilight sessions)?
 - Are NQTs paid for attending any sessions? What is the organisation's policy in relation to remuneration?
14. What steps do you take to ensure that the NQT has access to professional experiences that give them opportunities to demonstrate the full range of professional standards?
15. How, if at all, do you make NQTs aware of professional learning sessions provided by consortia/LAs?
16. How, if at all, do you support NQTs to attend professional learning sessions provided by consortia/LAs e.g. paying for a specified number of professional learning hours?
17. What are your views on the appropriateness and structure of NQT professional learning programmes made available by consortia/LAs within your area?
 - What are the strengths and weaknesses of the programmes in terms of meeting supply NQTs needs?

18. What changes, if any, should be made to the way consortia/LA led professional learning programmes for NQTs are *managed and delivered* in the future⁶⁴?
- Why do you say this?

Induction mentor role

19. To what extent do supply NQTs receive the support to which they are entitled to from their induction mentor⁶⁵?
- Why do you say this?
 - What accounts for any issues?
 - How do NQTs experiences of induction mentor support differ by nature of employment/school setting?
 - How consistent, or otherwise, is the quality of mentoring provided to supply NQTs?
 - How could any future Welsh Government guidance address any weaknesses or inconsistencies?
20. What role does your organisation have in monitoring NQTs' progress?
- What information or evidence does your organisation access about the standard of work and progress made by supply NQTs?
 - Who provides this information to you (e.g. mentor/EV/consortia/schools/LAs)?
 - How, if at all, are you made aware of any NQTs who are making unsatisfactory progress or concerns relating to their work?
 - What action do you take to address any unsatisfactory progress or concerns relating to NQTs' work?
 - In what way, if at all, could the monitoring of NQTs' progress be improved?

External Verifier role

21. What is your view on how effectively external verifiers undertake their role?
- Why do you say this?
 - What accounts for any strengths/weaknesses?
 - How could any future Welsh Government guidance address any weaknesses or inconsistencies?

⁶⁴ Please note that Prof Mick Waters has been commissioned by the Welsh Government to review the quality of professional learning programmes available to NQTs. Our review should focus on the process/technical aspects of provision rather than the appropriateness and quality of the professional learning programme content.

⁶⁵ If appointed one. NWTs? who are on a series of short-term placements in different schools will not have a school-based mentor. The role is undertaken by the external verifier.

Resources

22. How well or otherwise does the EWC's Professional Learning Passport (PLP) work in practice?

- Why do you say this?
- Do NQTs routinely use the PLP to record professional experiences?
- To what extent does the PLP allow NQTs to reflect against the relevant professional standards?
- What are the strengths and weaknesses of the PLP?
- In what way, if at all, should the PLP be changed to better meet the needs of NQTs in the future?

23. How well or otherwise do other resources (such as Hwb, EWC and educational consortia websites) meet the needs of NQTs during their induction period?

- Why do you say this?
- In what way, if at all, could these resources be improved to better meet the needs of NQTs in the future?

Effectiveness of current teachers' statutory induction period

24. To what extent are current arrangements and provision available during the statutory induction for NQTs, meeting the needs of the following teaching cohorts?

- Teachers working in different settings (primary, secondary, special schools)
- Teachers employment terms (employed full-time or part-time by the school, undertaking supply on behalf of agency etc)
- Language medium of setting
- NQTs level of experience (starter vs experienced stage)

25. How well, or otherwise, does the induction period build on the experiences gained during Initial Teacher Education (ITE)?

- Why do you say this?
- In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?

26. How well, or otherwise, does the induction period help prepare NQTs to teach through the medium of Welsh?

- Why do you say this?
- What are the strengths and weaknesses in terms of preparing NQTs to teach through the medium of Welsh?

27. How well, or otherwise, does the induction period provide NQTs with the professional experiences to evidence that they are meeting the induction descriptors and working towards the professional standards?
- Why do you say this?
 - In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?
28. How effective is the induction period in supporting practitioners to reflect on their own practice and reach goals they set themselves?
- Why do you say this?
 - In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?
29. To what extent are current arrangements and provision available during the statutory induction for new teachers equipping them with an ethos of continued learning and professional development
- Why do you say this?
 - What, if anything, could be improved or changed?
 - In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?
30. To what extent are current arrangements and provision available during the statutory induction for new teachers preparing them for a career in teaching?
- Why do you say this?
 - What, if anything, could be improved or changed?
 - In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?

Future

31. What, if any, changes would you like to see made to statutory induction in the future?
- Why do you say this?
32. What changes, if any, would you like to see made to how teachers' induction provision is delivered in Wales?
- Why do you say this?
 - What role, if any, is there for ITE partnerships in the future?
33. What are your views about extending teachers' induction period from one to two years, as is happening in England?

34. What are your views on linking the successful achievement of the induction period with teacher pay and conditions?

- How could this work in practice?

Topic guide 4: External verifiers

Background

1. Tell me a little about your role within teachers' statutory induction provision:
 - Length of time they've been undertaking this role
 - Type of school settings (secondary, primary etc)
 - Geographical areas covered
 - Whether they fulfil a mentor role as well for supply NQTs
 - How many school-employed NQTs and short-term supply NQTs do you support?

Awareness of statutory induction

2. From your experience, how aware are NQTs of the need to undertake statutory induction when they first start teaching?
 - How do NQTs perceive statutory induction (e.g. in a negative or positive light)?
 - What accounts for these perceptions?
 - How well informed are NQTs at the outset of their teaching about what is required of them during the statutory induction period? E.g. are they aware of the need to log every teaching session with EWC, that every session worked as a teacher must be counted towards induction, that they must be provisionally registered in the category of school teacher before induction can commence?
 - How are they informed about these requirements?

Current teachers' induction regulations and guidance

3. How appropriate, or otherwise, are the current regulations as set out in Education (Induction Arrangements for School Teachers) (Wales) 2015⁶⁶?
 - Which aspects of the current regulations work well?
 - Which aspects of the current regulations prove problematic?
4. How appropriate, or otherwise, is the current Welsh Government guidance 'Induction for newly qualified teachers in Wales'⁶⁷?
 - Which aspects of the guidance work well?
 - Which aspects of the guidance prove problematic?
 - What issues encountered in your area, if any, are not covered by the guidance?

⁶⁶ [The Education \(Induction arrangements for School Teachers\) \(Wales\) Regulations 2015.](#)

⁶⁷ Welsh Government (2017) [Induction for newly qualified teachers in Wales.](#)

5. What are your views on the current guidance in terms of what is expected of LAs (and delegated to regional consortia as appropriate) as the appropriate body (AB)?
 - Why do you say this?
 - Which aspects, if any, of the guidance could be improved or changed in this respect?

Teaching sessions

6. What are your views on the requirement for NQTs to complete a minimum of 3 terms / 380 school sessions as part of the induction period?
 - What issues, if any, does this pose for NQTs and LAs/educational consortia?
 - What issues, if any, does this pose for supply teaching NQTs?
7. To what extent do NQTs receive their entitlement to reduced teaching time during their induction period?
 - What accounts for this?
 - In what way could the guidance be further developed to help address any issues?

Professional development and training provision

8. What is your view of the consortia/LA delivered NQT professional learning programme made available within the region/authority?
 - Why do you say this?
 - What are the strengths and weaknesses of the programme?
9. What changes, if any, should be made to the way professional learning programmes are *managed and delivered* in the future⁶⁸?
 - Why do you say this?

Induction mentor role

10. What is your view on how well, or otherwise, induction mentors undertake their role?
 - Why do you say this?
 - How consistent, or otherwise, is the quality of mentoring provided?

⁶⁸ Please note that Prof Mick Waters has been commissioned by the Welsh Government to review the quality of professional learning programmes available to NQTs. Our review should focus on the process/technical aspects of provision rather than the appropriateness and quality of the professional learning programme content.

- What are the strengths and weaknesses of the approach taken?
- What accounts for any strengths/weaknesses?
- How could any future Welsh Government guidance address any weaknesses or inconsistencies?

11. To what extent do NQTs receive the support to which they are entitled to from their induction mentor?

- Why do you say this?
- What accounts for any issues?
- How do NQTs experiences differ by nature of employment/school setting?

External Verifier role

12. What role and functions are expected of you as external verifiers?

- To what extent are these in keeping with Welsh Government guidance?

13. What role is expected of you as mentor to supply NQTs?

- How well does this work in practice?
- What changes or improvements could be made?

14. How effectively are external verifiers supported to undertake their role?

- Why do you say this?
- What training or support is made available to you?
- What are your views on any training or support accessed?
- What accounts for any strengths/weaknesses?
- How could any future Welsh Government guidance address any weaknesses or inconsistencies?

15. How does the appropriate body allocate NQTs to you as an external verifier (and mentor as appropriate)?

- How quickly does this happen?
- How effective are current processes?
- What, if anything, could be improved about the processes?

Role of the appropriate body (AB)

16. How effectively does the appropriate body within the area undertake its role and functions?

- Why do you say this?

Supply agencies role

17. What role is undertaken by supply agencies to support NQTs in the area which you work?

- Do they inform supply NQTs of professional learning sessions provided by consortia/LAs?
- Do they support supply NQTs to attend professional learning sessions provided by consortia/LAs?
- Do they deliver any provision directly to supply NQTs?
- Do they monitor supply NQTs progress?

18. How effectively do supply agencies undertake their expected role to support NQTs?

- Why do you say this?
- What issues are experienced by supply NQTs in achieving their statutory induction period?

19. How effective is the communication between supply agencies and schools when allocating NQTs to undertake supply work?

- Why do you say this?
- What accounts for any issues?
- How could any issues be addressed in the future?

Resources

20. How well or otherwise does the EWC's Professional Learning Passport (PLP) work in practice?

- Why do you say this?
- Do NQTs routinely use the PLP to record professional experiences?
- To what extent does the PLP allow NQTs to reflect against the relevant professional standards?
- What are the strengths and weaknesses of the PLP?
- In what way, if at all, should the PLP be changed to better meet the needs of NQTs in the future?

21. How well or otherwise do other resources (such as Hwb, EWC and educational consortia websites) meet the needs of NQTs during their induction period?

- Why do you say this?
- In what way, if at all, could these resources be improved to better meet the needs of NQTs in the future?

Effectiveness of current teachers' statutory induction period

22. To what extent are current arrangements and provision available during the statutory induction for new teachers meeting the needs of the following teaching cohorts?

- Teachers working in different settings (primary, secondary, special schools)
- Teachers employment terms (employed full-time or part-time by the school, undertaking supply on behalf of agency etc)
- Language medium of setting
- NQTs level of experience (starter vs experienced stage)

23. How well, or otherwise, does the induction period build on the experiences gained during Initial Teacher Education (ITE)?

- Why do you say this?
- In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?

24. How well, or otherwise, does the induction period help prepare NQTs to teach through the medium of Welsh?

- Why do you say this?
- What are the strengths and weaknesses in terms of preparing NQTs to teach through the medium of Welsh?
- How, if at all, could induction be improved in terms of preparing NQTs to teach through the medium of Welsh?

25. How well, or otherwise, does the induction period provide NQTs with the professional experiences to evidence that they are meeting the induction descriptors and working towards the professional standards?

- Why do you say this?
- In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?

26. How effective is the induction period in supporting practitioners to reflect on their own practice and reach goals they set themselves?

- Why do you say this?
- In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?

27. To what extent are current arrangements and provision available during the statutory induction for new teachers equipping them with an ethos of continued learning and professional development?

- Why do you say this?

- In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?
- What, if anything, could be improved or changed?

28. To what extent are current arrangements and provision available during the statutory induction for new teachers preparing them for a career in teaching?

- Why do you say this?
- In what way, if at all, does this differ for NQTs employed by schools and supply NQTs?
- What, if anything, could be improved or changed?

Future

29. What, if any, changes would you like to see made to teachers' statutory induction guidance in the future?

- Why do you say this?

30. What changes, if any, would you like to see made to how teachers' induction provision is delivered in Wales?

- Why do you say this?
- What role, if any, is there for ITE partnerships in the future?

31. Would you welcome any discretion within the regulations to allow appropriate bodies to award the successful completion of an induction period to an NQT who does not achieve the minimum number of teaching sessions?

- If so, what level of discretion would be suitable?

32. What are your views about extending teachers' induction period from one to two years, as is happening in England?

- Why do you say this?

33. What are your views on linking the successful achievement of the induction period with teacher pay and conditions?

- How could this work in practice?

Topic guide 5: EWC representatives

Background and data held

1. Tell me a little about:
 - Your role
 - EWC's role in relation to NQTs and teachers' statutory induction in Wales
2. [\[this data could be accessed via correspondence\]](#) The EWC's Register of Educational Practitioners (as at 1 March 2019) had 35,545 individuals who were eligible to practice as schoolteachers. Of these:
 - How many were employed by state-maintained schools in Wales were working towards their induction standards and when did they achieve their QTS?
 - How many teachers whose employment was recorded with EWC as supply were logging sessions with EWC and when did they achieve their QTS?
3. [\[this data could be accessed via correspondence\]](#) What other data, if at all, does the EWC hold and could share with us about teachers who are undertaking induction?
4. [\[this data could be accessed via correspondence\]](#) The report shared with us provides information on teachers (employed by state-maintained schools as well as those recorded as supply) who have qualified teacher status (QTS), are eligible to undertake induction but are not currently doing so. In all there are 345 of these.
 - Why are these teachers are not working towards their induction standards?

Awareness of statutory induction

5. From your own experiences, how aware are NQTs of the need to undertake statutory induction when they first start teaching?
 - How well informed are NQTs at the outset of their teaching about what is required of them during the statutory induction period?

Current teachers' induction regulations and guidance

6. How appropriate, or otherwise, are the current regulations as set out in Education (Induction Arrangements for School Teachers) (Wales) 2015⁶⁹?

⁶⁹ [The Education \(Induction arrangements for School Teachers\) \(Wales\) Regulations 2015.](#)

- Why do you say this?
 - Which aspects of the current regulations work well?
 - Which aspects of the current regulations prove problematic?
7. How appropriate, or otherwise, is the current Welsh Government guidance 'Induction for newly qualified teachers in Wales'⁷⁰?
- Why do you say this?
 - Which aspects of the guidance work well?
 - Which aspects of the guidance prove problematic?
 - What issues encountered in your area, if any, are not covered by the guidance?
8. What are your views on the current guidance in terms of what is expected of NQTs during their induction period?
- Why do you say this?
 - Prompt about expectations such as NQTs must be registered provisionally with the EWC in the category of school teacher before induction can commence; every session worked as a teacher must be counted towards induction; every teaching session must be logged by NQT with EWC; NQTs may not be assigned to work as a teacher in a school requiring special measures, unless Estyn has certified in writing that the school is fit to provide induction supervision and training
9. What are your views on the current guidance in terms of what is expected of LAs (and delegated to regional consortia as appropriate) as the appropriate body (AB)?
- Why do you say this?
 - Which aspects, if any, of the guidance could be improved or changed in this respect?

Teaching sessions

10. What are your views on the requirement for NQTs to complete a minimum of 3 terms/ 380 school sessions as part of the induction period?
- Why do you say this?
 - What issues, if any, does this pose for NQTs and LAs/educational consortia?
 - What issues, if any, does this pose for supply teaching NQTs?
 - What issues, if any, does this pose for you?

⁷⁰ Welsh Government (2017) [Induction for newly qualified teachers in Wales](#).

Professional development and training provision

11. What changes, if any, should be made to the way professional learning programmes are *managed and delivered* in the future⁷¹?
- Why do you say this?

Induction mentor role

12. What is your view on how well, or otherwise, induction mentors undertake their role?
- Why do you say this?
 - How consistent, or otherwise, is the quality of mentoring provided?
 - What are the strengths and weaknesses of the approach taken?
 - What accounts for any strengths/weaknesses?
 - How could any future Welsh Government guidance address any weaknesses or inconsistencies?

External Verifier role

13. What role and functions are expected of external verifiers?
- To what extent are these in keeping with Welsh Government guidance?
14. How effectively are external verifiers supported to undertake their role?
- Why do you say this?
 - What accounts for any strengths/weaknesses?
 - How could any future Welsh Government guidance address any weaknesses or inconsistencies?

Resources

15. How well or otherwise does the EWC's PLP work in practice?
- Why do you say this?
 - Do NQTs routinely use the PLP to record professional experiences against the relevant professional standards?
 - To what extent does the PLP allow NQTs to reflect against the relevant professional standards, identify their strengths and areas for development and develop their practice?

⁷¹ Please note that Prof Mick Waters has been commissioned by the Welsh Government to review the quality of professional learning programmes available to NQTs. Our review should focus on the process/technical aspects of provision rather than the appropriateness and quality of the professional learning programme content.

- What are the strengths and weaknesses of the PLP?
- In what way, if at all, should the PLP be changed to better meet the needs of NQTs in the future?

16. How well or otherwise do other resources (such as Hwb, EWC and educational consortia websites) meet the needs of NQTs during their induction period?

- Why do you say this?
- In what way, if at all, could these resources be improved to better meet the needs of NQTs in the future?

EWC's administrative role

17. What is the EWC's role in administering induction across Wales?

- Ask about role in issuing payments to schools and external verifiers
- Ask about role in maintaining records and reporting
- Ask about role in chasing NQTs who are not undertaking induction
- Ask about any other role being undertaken

18. How effectively do you think EWC undertakes its role in relation to teachers' induction administration?

- Ask for each role identified from the above question
- Why do you say this?
- What works well?
- What could be improved or changed in the future?

Effectiveness of current teachers' statutory induction period

19. To what extent are current arrangements and provision available during the statutory induction for new teachers meeting the needs of the following teaching cohorts?

- Teachers working in different settings (primary, secondary, special schools)
- Teachers employment terms (employed full-time or part-time by the school, undertaking supply on behalf of agency etc)
- Language medium of setting
- NQTs level of experience (starter vs experienced stage)

20. How well, or otherwise, does the induction period build on the experiences gained during ITE?

- Why do you say this?

21. How well, or otherwise, does the induction period help prepare NQTs to teach through the medium of Welsh?
- Why do you say this?
 - What are the strengths and weaknesses in terms of preparing NQTs to teach through the medium of Welsh?
 - How, if at all, could induction be improved in terms of preparing NQTs to teach through the medium of Welsh?
22. How well, or otherwise, does the induction period provide NQTs with the professional experiences to evidence that they are meeting the induction descriptors and working towards the professional standards?
- Why do you say this?
23. How effective is the induction period in supporting practitioners to reflect on their own practice and reach goals they set themselves?
- Why do you say this?
35. To what extent are current arrangements and provision available during the statutory induction for new teachers equipping them with an ethos of continued learning and professional development?
- Why do you say this?
 - What, if anything, could be improved or changed?
24. To what extent are current arrangements and provision available during the statutory induction for new teachers preparing them for a career in teaching?
- Why do you say this?
 - What, if anything, could be improved or changed?

Future

25. What, if any, changes would you like to see made to Welsh Government teachers' statutory induction guidance in the future?
- Why do you say this?
26. What changes, if any, would you like to see made to how teachers' induction provision is delivered in Wales?
- Why do you say this?
 - What role, if any, is there for ITE partnerships in the future?
27. What are your views about extending teachers' induction period from one to two years, as is happening in England?
- Why do you say this?

28. What are your views on linking the successful achievement of the induction period with teacher pay and conditions?

- How could this work in practice?

Questionnaire for Supply Agencies

- 1 Does your agency have a policy setting out your arrangements/procedures for managing and supporting supply teachers undertaking induction? If so, could you share a copy with us?
- 2 How many supply teachers are currently registered with you who are undertaking induction and have been placed (by you) as a teacher in a school since September 2018?
- 3 What is your awareness of the requirements of the statutory induction period for teachers in Wales?
- 4 Please tell us what you know about the need for sessions that an NQT has worked to be logged with EWC.
- 5 How do you ensure that sessions the NQT has been employed as a teacher get logged towards induction?
- 6 Are sessions logged with EWC when the NQT has been employed as a cover supervisor or TA/HLTA? If so, please say how.
- 7 How do you respond to a school in Estyn 'special measures' that requires an NQT?
- 8 How do you keep up to date with policy developments and statutory requirements in induction policy?
- 9 What evidence do you require to establish an NQT's induction status?
- 10 How frequently do you check whether an NQT's status has changed and what evidence do you require?
- 11 Please describe how you support NQTs' professional learning. Describe any professional learning that you provide and provide an example. Set out any provisions that you make which facilitate NQTs' access to any professional learning, including that offered by consortia.

- 12 What steps do you take to ensure that the NQT has access to a range of experiences that give them opportunities to demonstrate the full range of professional standards?
- 13 What steps do you take to monitor the progress of short-term supply NQTs?
- 14 Have you ever become aware that an NQT is a 'cause for concern' (i.e. is not considered to be making satisfactory progress by the appropriate body and requires additional support)?
- 15 Taking the most recent case, how were you made aware that an NQT is a 'cause for concern' and what action did you take (if any)?