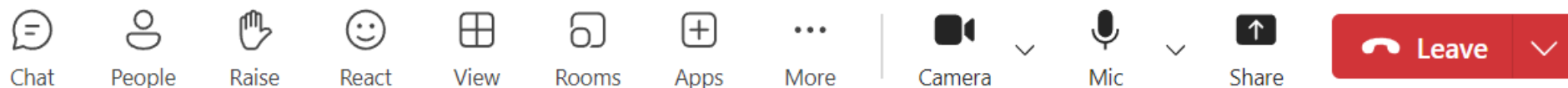# Welcome

Welcome to our virtual Induction Training. The meeting will begin shortly. While you wait, please familiarise yourself with Teams…

Please ensure your microphone is on mute – this will enable us to have the best sound quality for all participants.

Please ensure you register your attendance by following this link:
Registration Link

ANG Cynnig Dysgu Professiynol Canedlaethol 2024/2025 National PL offer for NQTs

Professional Learning and Innovation:

Equity and Inclusion

NQT National Professional Learning

Session 4

Programme endorsed by the National Endorsement Panel

Aims of the Session

- To develop an understanding of standard descriptors for professional learning and innovation through the

    lens of equity and inclusion

- To develop an understanding of the national priority of high standards and aspirations for all

- To understand what is meant by mitigating the impact of poverty

- To consider equity in your own practice to impact on outcomes for all learners

Professional Standards for Teaching and Leadership

Professional Learning Standards

Professional learning

The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.

Click on element headings to view descriptors.

Wider reading and research findings

Professional networks and communities

Continuing professional learning

Welsh language skills

'Cymraeg belongs to us all'

- Consider making one of your Development Priorities the development and promotion of Cymraeg
- Talk to colleagues in your school (Welsh Co-ordinator / Welsh Department) for advice and support
- Undertake some professional learning focused on Cymraeg- see consortia websites for details or https://learnwelsh.cymru/
- Possibly develop a Professional Enquiry Project (PEP) about Cymraeg in your classroom/school or consider including Cymraeg as part of your PEP.
- If you are a competent Welsh speaker, then share Cymraeg with colleagues to demonstrate leadership

Welsh language skills

Sustained highly-effective practice descriptor:
The teacher actively seeks opportunities to apply and extend their understanding and skills in the use of the Welsh language.

Induction descriptor:
There is a personal commitment to incremental development of skills in the use of the Welsh language.

QTS descriptor:
There is a commitment to incremental development of personal skills in the use of the Welsh language.

Innovation Standard

Innovation

TEACHING

The teacher employs an innovative outlook which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogic outcomes.

Click on element headings to view descriptors.

Offering expertise

Developing new techniques

Evaluating the impact of changes in practice

FIVE STANDARDS   FORMAL LEADERSHIP

Through professional learning, teachers can reflect on their practice, continue to learn and to gain new skills which will benefit the school they work in, the learners they educate and themselves.

Who are the vulnerable and disadvantaged learners in your class?

Please put your ideas in the chat bar. Please do not refer to individuals by name.

Consortiwm Canolbarth y De Central South Consortium
Gwasanaeth Addysg ar y Cyd Joint Education Service

EAS

GwE
Cydweithio · Dysgu · Llwyddo
Collaborating · Learning · Succeeding

PARTNERIAETH

Partneriaid Addysg Canolbarth Cymru
Mid Wales Education Partners

Consortia Gwella Ysgolion Rhanbarthol
Regional School Improvement Consortia

Who are the disadvantaged and vulnerable learners?

- Learners with Additional Learning Needs (ALN)
- Learners from the global majority, including those who have English or Welsh as an additional language (EAL/WAL)
- Care-experienced children, including children looked after (CLA)
- Learners Educated Other Than At School (EOTAS)
- Children of refugees and asylum seekers
- Gypsy, Roma and Traveller children
- Learners eligible for Free School Meals (eFSM)
- Young carers
- Children at risk of harm, abuse or neglect.
- Learners who are young offenders and children of offenders
- Learners with mental health issues and medical needs
- Learners who have had adverse childhood experiences (ACEs)
- Learners of service families / armed forces parents

Not all learners from these groups will face barriers to learning or be vulnerable to underachieving.

Learners from these groups may face a range of barriers to achieving their potential and will, therefore, require different solutions and support targeted towards meeting each of their individual needs.

Professional Learning Standard

Professional learning

TEACHING

Wider reading and research findings

Sustained highly-effective practice descriptor:
There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale.

Induction descriptor:
The teacher makes reasoned pedagogic decisions based upon relevant reading and research findings.

QTS descriptor:
The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
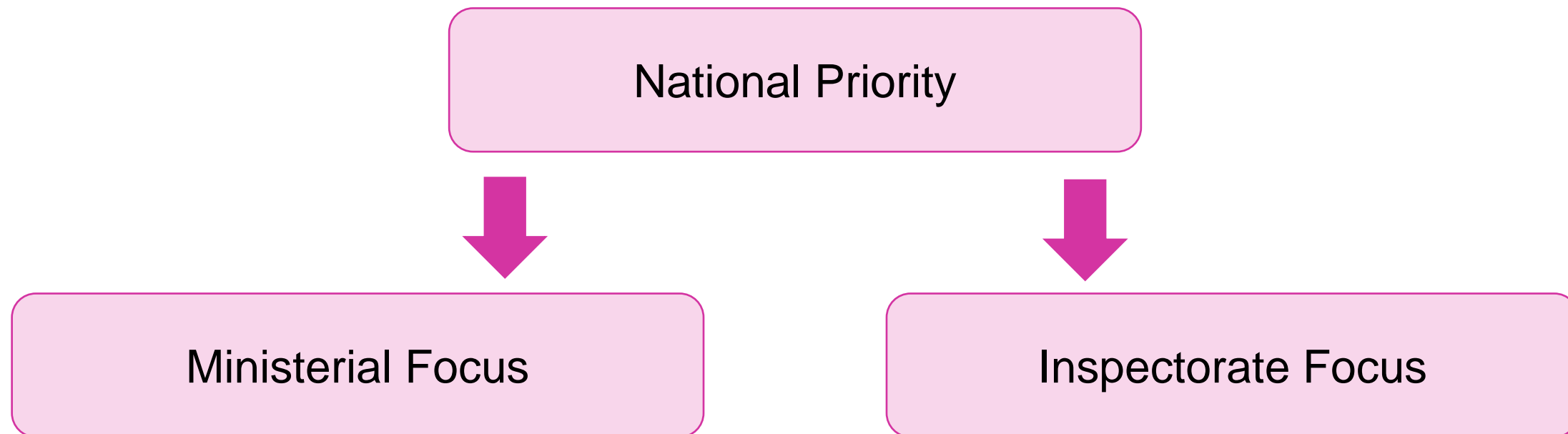
PLP

Wider Reading and Research Findings

- Chowdry, S. (2021) *Equitable Education.* London: Critical Publishing

- EEF Pupil Premium [Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)](Pupil-Premium-2023.pdf)

- Joseph Rowntree Foundation [UK Poverty 2023: The essential guide to understanding poverty in the UK | Joseph Rowntree Foundation (jrf.org.uk)](UK-Poverty-2023)

- Estyn Annual Report – Mitigating the Impacts of Poverty on Educational Attainment [Mitigating the impacts of poverty on educational attainment – Adroddiad Blynyddol | Annual Report (gov.wales)](Mitigating-the-impacts-of-poverty)

- Rowlands, M. (2017) *Learning Without Labels: Improving Outcomes for Vulnerable Pupils.* London: John Catt Educational Ltd

- WG Equity in Education https://sites.google.com/hwbcymru.net/welsh-education-consortia-eng/equity-in-education/equity-in-education-professional-learning?authuser=0

- WG Child Poverty Strategy https://www.gov.wales/child-poverty-strategy-wales-2024-html

What does the research tell us about the impact of poverty on learners?

National Priority

Ministerial Focus

Inspectorate Focus

United Kingdom Poverty Statistics

Change in child income poverty rates, 2012–2014 to 2019–2021

Proportional change in child income poverty rate (%)
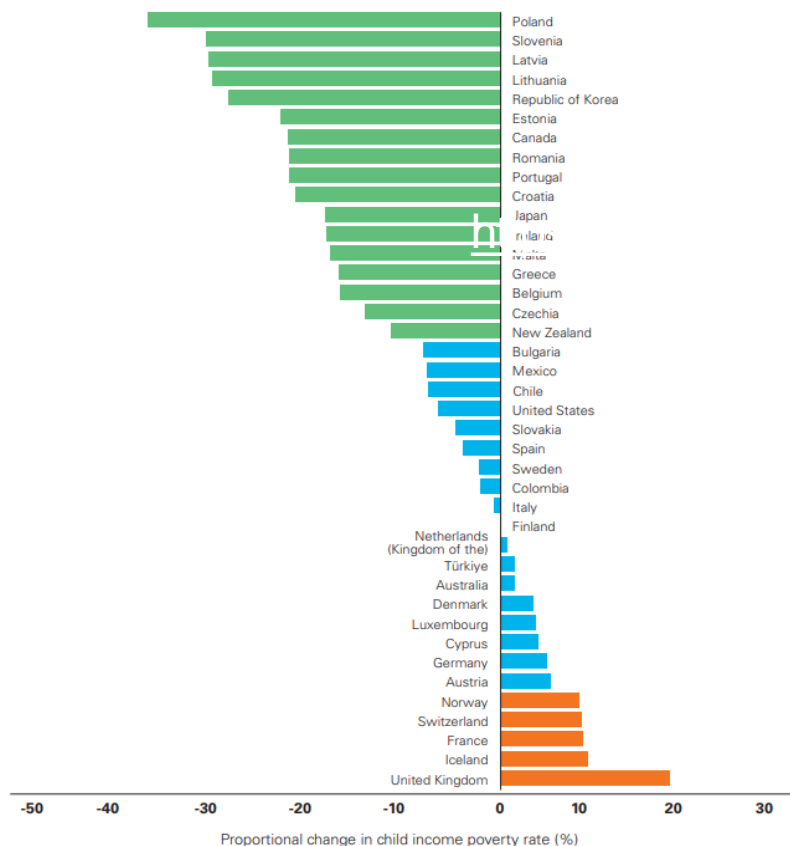
- ❑ There are 4.2 million children living in Poverty in the UK.

- ❑ That is 29% of children.

Department for Work and Pensions, 2023

Link to Unicef Child Poverty Report

Welsh Child Poverty Statistics
Bevan Foundation, "A snapshot of poverty in summer 2023"

- 28% of children in Wales live in poverty

- 71% of these have at least one working parent

- More than 1 in 7 households (15%) sometimes, often or always struggle to afford essential items

- More than 1 in 4 people (26%) are eating smaller meals or skipping meals entirely

- 29% of people borrowed money between April 2023 and July 2023

- 13% are in arrears on at least one bill for at least 1 month

- Health is being negatively affected with 45% reporting mental health issues and 42% with physical health issues

Low income families by local authorities

- Newport: 36.3% (11203 children)
- Cardiff: 36% (23946 children)
- Ynys Môn: 35.6% (4148 children)
- Blaenau Gwent: 35.5% (4239 children)
- Pembrokeshire: 35.5% (7430 children)
- Conwy: 35.4% (6540 children)
- Merthyr Tydfil: 35.2% (3998 children)
- Ceridigion: 35.1% (3712 children)
- Rhondda Cynon Taf: 35.1% (15421)
- Denbighshire: 34.9% (5934 children)
- Caerphilly: 34.7% (11359 children)

- Gwynedd: 34.4% (6997 children)
- Carmarthenshire: 34.6% (11247 children)
- Torfaen: 34.4% (5880 children)
- Neath Port Talbot: 33.5% (8221 children)
- Wrexham: 33.4% (8465 children)
- Powys: 33.3% (6880 children)
- Bridgend: 33.1% (8472 children)
- Swansea: 32.7% (13325 children)
- Flintshire: 30.8% (8688 children)
- Vale of Glamorgan: 28.9% (7044 children)
- Monmouthshire: 27% (4015 children)

Causes of Poverty

Unemployment and low paid jobs lacking prospects & security	Low levels of skills or education	An ineffective benefits system
High Costs	Discrimination	Cultural poverty
Rural Poverty	Urban poverty	Generational poverty

The Joseph Rowntree Foundation https://www.jrf.org.uk/our-work/what-is-poverty

Causes of Poverty

Levels of poverty

The Joseph Rowntree Foundation https://www.jrf.org.uk/our-work/what-is-poverty

Consequences of Poverty

How poverty feels to children

- WORRIED ABOUT PARENTS
- UNHAPPY
- FRUSTRATED
- ANXIOUS

- FEW OPPORTUNITIES
- WORTHLESS
- HOPELESS
- SOCIAL INSECURITY

- EXCLUDED
- CONSTRAINED
- CONFLICTED
- EMBARRASSED

- ASPIRATIONS
- HOPES AND DREAMS
- RESILIENCE

- INSECURE, OVERCROWDED HOMES
- NO PLACE FOR HOMEWORK OR PLAY

- IMPORTANT
- BULLIED & JUDGED
- TEACHERS DON'T UNDERSTAND
- NO SCHOOL TRIPS

Child Poverty Action Group   https://cpag.org.uk/child-poverty/effects-poverty

Professional Learning Standards

Professional learning

Professional networks and communities

TEACHING

Sustained highly-effective practice descriptor:
The teacher takes an active role in the wider education community with contributions to journals, conferences or learning communities.

Induction descriptor:
The teacher makes efforts to benefit from a regional, national or international professional network or community, focussed upon an appropriate subject, process or age phase.

QTS descriptor:
The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.

PLP

Your school's approach to mitigating the impact of poverty

Are you aware of your school's approach to mitigating the impact of poverty? If so, what have you noticed?

Please put your ideas in the chat bar

What is working well in schools to mitigate the impact of poverty?

Research suggests the following strategies are effective in mitigating the impact of poverty

- Their clear, inclusive **vision** set tackling poverty as a key priority.

- Recognised the importance of **working in partnership with parents** to overcome barriers to learning.

- They **knew their communities well**, enabling them to target their funding effectively.

- They **reduced barriers to learning** effectively and maximised the learning opportunities for children

- Care was taken to **consider the financial costs to parents of their child's participation at school**.

- **Grant funding was targeted appropriately** to support children from low-income households and the effects of **grant spending were carefully monitored and adjusted if needed** to ensure that they were having the desired impact

What is working well in schools to mitigate the impact of poverty?

Research suggests the following strategies are effective in mitigating the impact of poverty

- There were **high expectations of all children and young people** regardless of their backgrounds

- The school recognised the **importance of high-quality teaching and learning** to enable all young people to achieve.

- They targeted **professional learning** appropriately

- **Early intervention** and effective support were in place.

- They **prioritised and considered the impact of poverty regardless of the area or the school's socio-economic circumstances**.

What does the research tell us about what schools and teachers can do to mitigate the impact of poverty?

1. High standards and aspirations for all – empathy not sympathy

2. Really know your learners, their families and the community the school serves

3. Diagnostic assessment/assessment of need – assessment not assumptions, learner-led not label-led strategy

4. Inclusive pedagogy – planning strategically with accessibility for all as a focus. Equity not equality. Focus on high leverage issues that benefit and support all learners.

5. Wider approaches – social, emotional, mental health, building self-esteem and promoting a sense of belonging.

Professional Learning Standard

Professional learning

TEACHING

Continuing professional learning

Sustained highly-effective practice descriptor:
Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school.

Induction descriptor:
The Professional Learning Passport is used to support reflective practice and record an active commitment to continuing professional learning, leading to the controlled implementation of new or revised techniques and approaches.

QTS descriptor:
The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.

PLP

What strategies might you implement based on research findings?

Breakout Rooms

Professional Learning Standard – Innovation

Innovation

Developing new techniques

Sustained highly-effective practice descriptor:
Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward.

Induction descriptor:
There is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.

QTS descriptor:
Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.

PLP

Strategies to mitigate the impact of poverty

Strategy 1	Strategy 2	Strategy 3	Strategy 4
Pre-Teach Vocabulary	Whole Class Reading using a VIPERS approach	Promote belonging	Invite parents for a 'stay and play' session

Pre-Teach Vocabulary (Yr 3 example)

Word	Definition	Related Words	Sentence	Image
Astonished	Greatly surprised or amazed	Astonishing (adjective)		
Seized	Take hold of something suddenly and forcibly	Seize (present tense)		

Professional Learning Standard – Innovation

Innovation

### Evaluating the impact of changes in practice

Sustained highly-effective practice descriptor:
Evidence deriving from innovative practice is collected and shared with others, both within and beyond the school community, to contribute to growing understandings and other related developments elsewhere.

Induction descriptor:
The teacher expects any new steps to be supported, analysed and developed with involvement from peers and more experienced colleagues.

QTS descriptor:
The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.

PLP

Welsh Education Consortia NQT Induction Team
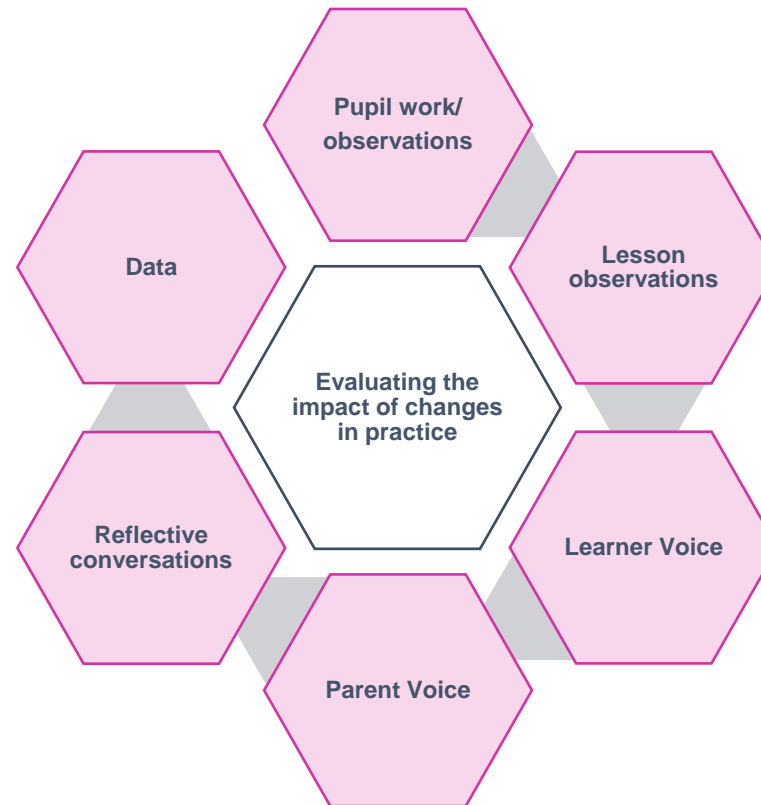
Professional Learning Standard – Innovation

Innovation

TEACHING

Offering expertise

Sustained highly-effective practice descriptor:
Expertise and experience is brought to bear by contributing professional skills to help other colleagues address new challenges.

Induction descriptor:
The teacher's emerging expertise and support is made available to colleagues who are trying something new in their repertoire of teaching techniques.

QTS descriptor:
The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.

PLP

Professional Enquiry Project (PEP)

1. Set a realistic and focused title/question (derived from one or more of your development priorities)

2. Plan a method of recording the enquiry (written report/power point/journal/blogs/ vlogs / live presentation video recording /website creation /playlist resource creation etc.)

3. Plan and carry out the wider reading/research as part of the professional learning standard. This could include articles, websites, blogs, observing colleagues etc.)

4. Baseline data may need to be collected

5. Plan and implement strategies/actions in the classroom as part of the innovation standard (developing new techniques)

6. Evaluate the impact as part of the innovation standard (evaluating the impact of changes in practice)

7. Consider sharing findings with colleagues (offering expertise)

8. Submit the project to your mentor / upload to PLP using the proforma if written or as an asset if another method of submission is used

Session Evaluation - Session 4

Looking forward to seeing you for session 5 focused

on Pedagogy: Involving Partners in Learning

2024-2025 National Professional Learning for NQTs Evaluation