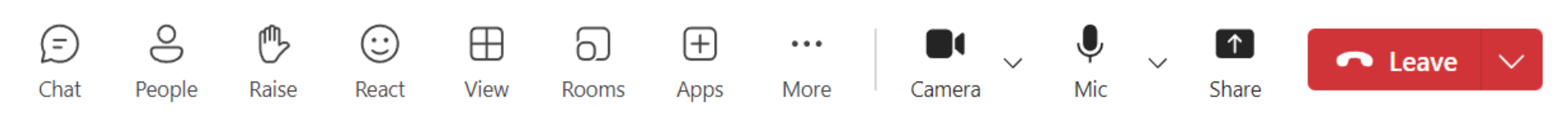


Welcome

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:

[ANG Cynnig Dysgu Professiynol Cenedlaethol 2024/2025 National PL offer for NQTs \(office.com\)](#)



Leadership and Collaboration: Curriculum

NQT National Professional Learning

Session 6

Aims of the Session

- To develop a clear understanding of what the standard headings ‘Leadership’ and ‘Collaboration’ mean for you as an NQT
- To consider how you might lead and/or collaborate on an aspect of curriculum design in your context

Leaders

- Who are the leaders in a school?
- How are you a leader?

What makes
an effective
leader?



Leadership Standard

Leadership

The teacher exercises leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the educational ambitions for Wales.

Click on element headings to view descriptors.

Taking responsibility for self

Exercising corporate responsibility

Leading colleagues, projects and programmes

Supporting formal leadership roles



TEACHING

FIVE STANDARDS

FORMAL LEADERSHIP



Taking Responsibility for Self

- What might this look like for you?

EWC Code of Conduct

staying informed of
the policies,



Corporate Responsibility - what might this look like?

Leadership

TEACHING

Exercising corporate responsibility

Sustained highly-effective practice descriptor:

Colleagues are supported to meet the policies and principles required by the school with suggestions for improvements being offered and acted on.

Induction descriptor:

The teacher contributes to the aims and development of the school by consistently demonstrating compliance with agreed policies and is prepared to seek advice where necessary.

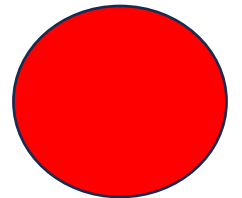
QTS descriptor:

Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

PLP



Scenario - Seeking Advice



Leading Colleagues, Projects and Programmes

How might you lead colleagues, projects and programmes
in your context?

Leading Colleagues, Projects and Programmes

- lead an assembly
- trial a new strategy in your classroom
- start a club
- create your own resources and share them
- create a new scheme of learning for the department
- become a teacher governor
- share ideas/knowledge with PGCE students
- attend professional learning/CPD and share information with other colleagues
- find new resources for colleagues
- teach a colleague how to use a new app or digital platform

Personal Wellbeing

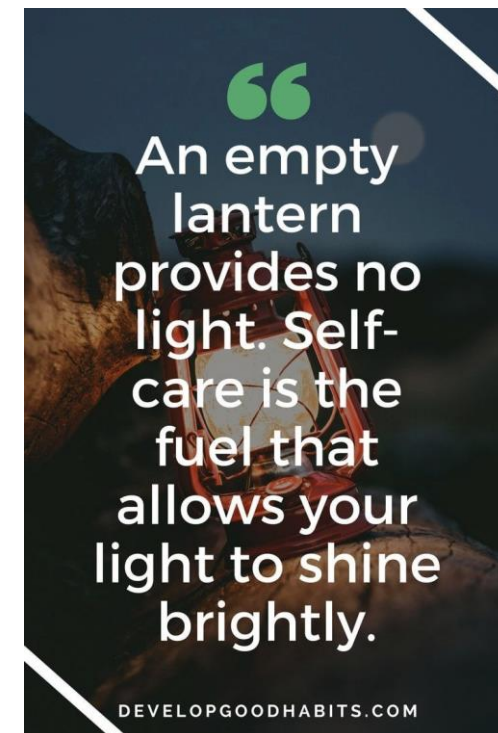
Think about your wellbeing

When you fly on an airplane, the flight attendant instructs you to “put your oxygen mask on first,” before helping others. Why is this an important rule for ensuring survival?



Reflection

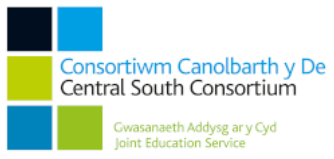
- What does wellbeing mean to you and how do you support and develop your own wellbeing?
When are you at your best?
- Why is it important to consider your own wellbeing?
- What are the things that negatively impact on your wellbeing and what are the consequences of not focusing on wellbeing?
- Who can you go to for support?



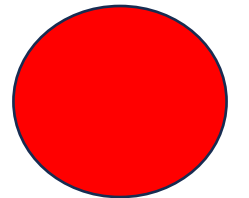
Your Self-Care and Resilience Toolkit

- Ability to stop and reflect
- Time Out and Space
- 5 ways to wellbeing
- Being OK
- Don't try and fix
- Relationships and Key Emotional Support
- Self -Awareness
- Signposting and asking for help
- Talking to Others
- = all these things will help you be more resilient





Thriving in your NQT Year



Education
Support

Need to talk?
You're not alone

Call us.
We'll listen.
0800 917 4055



<https://www.educationsupport.org.uk/get-help/help-for-you/helpline/>

Collaboration Standard

Who do you collaborate
with in school?

How do you collaborate?

Why is collaboration
important?

Collaboration

The teacher takes opportunities to work productively with all partners in learning in order to extend professional effectiveness.

Click on element headings to
view descriptors.

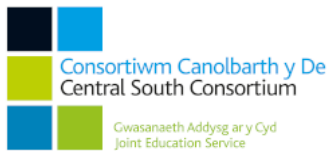
Seeking advice and
support

Working with in-school
colleagues

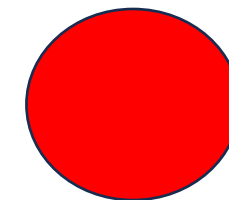
Supporting and
developing others

Enabling
improvement





Curriculum Design



Cynefin

The curriculum does, however, place great emphasis on the local area, or what it calls Cynefin. According to the new curriculum, Cynefin is defined as: “the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.

Though often translated as ‘habitat’, cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

<https://nation.cymru/opinion/what-does-the-new-curriculum-say-about-teaching-welsh-history/>

Cynefin - How do you teach about or promote Cynefin in your context?



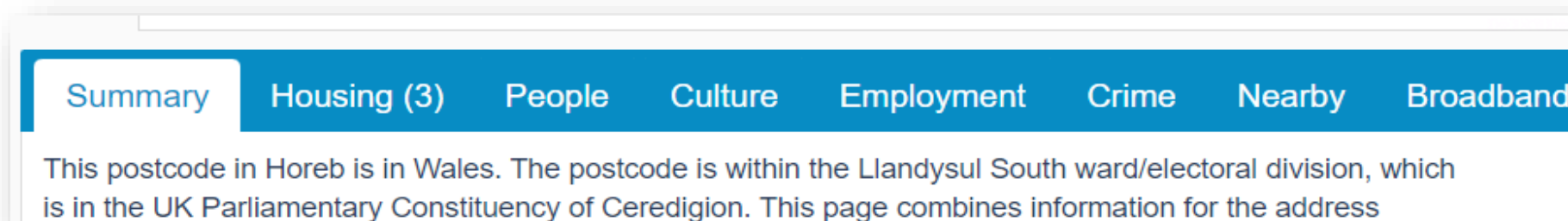
Breakout Rooms



How well do
you know the
community you
teach in?

<https://www.streetcheck.co.uk/>

Type in the postcode for your school to find the relevant data



Summary Housing (3) People Culture Employment Crime Nearby Broadband

This postcode in Horeb is in Wales. The postcode is within the Llandysul South ward/electoral division, which is in the UK Parliamentary Constituency of Ceredigion. This page combines information for the address

Collaborating on Cynefin

Who might you collaborate with?

e.g. “we prioritised the importance of swimming lessons for our learners as they live near the sea and we felt it was important that they knew about water safety and could feel confident in the water and knew basic life saving information”

Collaborating on Cynefin

Who might you collaborate with?

e.g. “our learners live in an old coal mining town so we learnt about the history of coal mining and created a piece of drama/dance about life in the coal mines”

Collaborating on Cynefin

Who might you collaborate with?

e.g. This year we did a project on the renovation of Salt Lake Car Park in Porthcawl. As a class, pupils were to come up with a plan for how they would like the renovation to look and what they would like to include.

A Regional Example

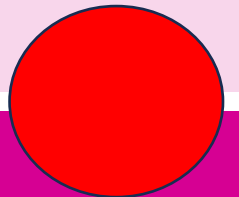
As part of the topic for the term, the class has been looking at the Treasures of Wales.

As a small primary school in a valley community, part of this topic focuses on the history and impact of coal mining in South Wales. The pupils had been conducting research on 'how to be a miner' but I decided that first-hand experience would be very beneficial. Another class teacher and I decided to arrange for a local gentleman to attend the school to give a short talk on the life of a miner. Mr. Davies, who had worked in the mines came to provide a real-life context to their study.

In preparation, the pupils prepared their own questions so that they could interview him.

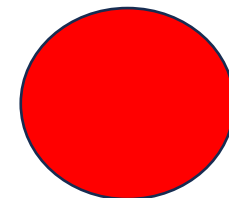
By bringing in someone local to build on their in-class learning, all pupils were able to relate to and get excited/interested in the topic. These real examples provide concrete applications to knowledge and skills learned in the classroom.

Real examples also encourage students to be aware of their choices and how they fit into a greater societal context.



Professional Enquiry Project (PEP)

- Show example linked to leadership and/or collaboration



Session Evaluation - Session 6

You will now have opportunities to attend regional professional learning sessions – contact your regional lead or LA for more details.

2024-2025 National Professional
Learning for NQTs Evaluation

