

**Dragon Innovation Partnership**  
**Partneriaeth Arloesi'r Ddraig**

**Continuing Professional Development**

**For the Wider Workforce in Schools**

***Being an Effective Supply Teacher***

**Good Practice for Supply Teachers**



## **ALL RIGHTS RESERVED.**

No part of this booklet may be reproduced or transmitted in any form whatsoever, electronic or mechanical including photocopying or recording, or by any informational storage or retrieval system without the express written, dated and signed permission of the author.

## **DISCLAIMER AND / OR LEGAL NOTICES.**

This booklet is not intended to provide an instant solution to concerns or problems supply teachers may encounter. The intention is to provide signposts and suggestions which help supply teachers make informed decisions in particular situations. There are no guarantees about the ability of any supply teacher to develop resources and skills as a result of working through this booklet. However, the booklet does provide a framework for supply teachers to engage with in order to develop more effective resources and strategies.

## **THANKS**

Thanks to the supply teachers who take an interest in, and engage with, this booklet. As supply teachers progress along the path of supply teaching the best decisions they make are informed decisions and the best lessons they deliver are those prepared and delivered around such decisions. For those who have the booklet and intend to use it, therefore, use it wisely.

Thanks to the Supply Teacher Programme Core Planning Group, which consisted of:

- colleagues from primary and secondary schools within City and County of Swansea
- supply teachers
- members of supply teacher employment agencies ( New Directions and Education Staffing Solutions )
- colleagues from Swansea Metropolitan University and University of Wales Trinity Saint David

who helped develop the booklet as well as the professional development programme and website that supports it.

Thanks to those colleagues in schools who organised and delivered training events for the supply teachers involved in the professional development programme.

Thanks to the Commercial Services and Education Departments, Swansea Metropolitan University, without whose assistance and encouragement the initiative and programme would not have started or developed

## Contents

Introduction	3
Rationale	4
Chapter 1 - Practising Teacher Standards and Supply Teachers	6
Professional Values and Attributes	7
Professional Knowledge and Understanding	9
Professional Skills: Planning and Target Setting	11
Monitoring and Assessment	13
Teaching and Managing Learning	15
Chapter 2 - Practice, Review and Development Model and Supply Teachers	18
Chapter 3 - School Effectiveness Framework and Supply Teachers	22
Chapter 4 - Skills Framework and Supply Teachers	27
Developing Thinking	28
Developing Communication	29
Developing ICT	30
Developing Number	31
Chapter 5 - Essential Skills Wales qualifications and Supply Teachers	32
Chapter 6 - Effective feedback for supply teachers	36

## Introduction

The 2006 General Teaching Council for Wales (GTCW) document *Professional Development Framework for Teachers in Wales* recommended that consideration be given to the professional development needs of specific groups where gaps may exist.

With the understanding that supply teachers are included in this group **Swansea Metropolitan University** (SMU) initiated, in April 2009, the *Supporting the Professional Development of Supply Teachers in Wales* programme.

Funded through the **Dragon Innovation Partnership** and developed in liaison with **University of Wales Trinity Saint David** (UWTSD), **Careers Wales West** (CWW), **Education Staffing Solutions** (ESS) and **New Directions** (ND) the programme aimed to assist supply teachers by:

- responding to the GTCW's recommendation
- developing a professional development programme
- providing relevant and quality support

in order to raise:

- standards of teaching and learning in supply teacher classrooms
- standards of pupil achievement and outcomes in supply teacher classrooms
- morale, self esteem and confidence of supply teachers
- status and standing of supply teaching as a profession

The benefits of the programme were seen to be:

### **Personal benefits (supply teacher):**

- widening horizons and challenge / develop existing practice
- developing confidence
- establishing reflective practice
- developing and demonstrating a commitment to excellence in the classroom
- developing and demonstrating an eagerness to promote learning in the development of all forms of professional development
- recognition of the contribution supply teachers make to assisting schools and raising standards

### **Professional benefits (supply teaching)**

- consistency and coherence to the professional development of supply teachers
- equality of opportunity in accessing professional development opportunities
- assisting in raising standards within classrooms
- raising status and recognition of supply teaching and supply teachers
- promoting good practice within profession
- developing supply teaching as a career and profession

### **Systemic benefits (education)**

- opportunities to share and discuss expertise with other supply teachers and mainstream colleagues
- opportunities to develop collaborative work and work based learning
- opportunities to focus on a variety of experiences and strategies
- increased confidence in supply teachers from schools, parents and pupils

## Rationale

The term supply teacher is a generic term describing those teachers who are available for work as a replacement teacher to cover teacher absence from the workplace.

The term covers a wide range of different roles and types of employment but, broadly speaking, there are four categories:

- A: Permanent contracts
- B: Medium to long term contracts in a single school
- C: Frequent short term contracts in a small variety of schools
- D: Short term contracts in a single school

The profile of supply teachers in Wales is wide ranging and includes NQTs who have not yet found full time employment, teachers returning to work after a break in service, teachers who have taken early retirement and long term career supply teachers.

The GTCW October 2009 analysis indicated there were about 5000 supply teachers in Wales, which is about approximately 13% of the workforce. McNamara et al (2008) suggest that the majority of this figure would be female and primary school trained. GTCW trend data for 2008 suggest that the majority of supply teachers are below 30 years of age.

These figures suggest a complex diversity within supply teaching. However, the one common characteristic amongst the supply teachers contacted by SMU was the feeling of isolation and marginalisation in terms of support and professional development.

This booklet is a key component in addressing this gap in professional support and guidance as it responds to the following report conclusions:

- 1999 Ofsted: *Summary of Inspection Findings:*

*“ ..... heavy use of supply teachers has an adverse effect upon standards. One quarter of lessons taught by supply teachers are unsatisfactory: the quality of teaching by supply teachers is weaker than for all other groups of teacher, including NQTs and trainee teachers.”*

*“ ..... too often supply teachers receive insufficient guidance and support and schools fail to provide them with adequate information about the attainment of the pupils they are teaching”*

*“ ..... the frequent use of supply teachers often disrupts regular routines, unsettles pupils and adversely affects attitudes to work. In some schools non-specialist supply teachers are used to cover specialist staff absence .....”*

- 2005 Estyn report: *How linkages can be improved between CPD, school development plans, performance management and raising standards*

*“Headteachers are not in a position to support the development needs of supply teachers because of limited funding”*

*“Many supply teachers receive very little training and may not be well informed about up to date teaching methodologies and initiatives”*

*“In some circumstances ..... supply teachers may have an adverse impact on curriculum continuity, standards and pupil behaviour”*

- 2006 GTCW: *Professional Development Framework for Teachers in Wales*

*“ Consideration be given to the professional development needs of specific groups .... such as supply teachers”*

The programme, which this booklet introduces, addresses the conclusions of Spratt (1999), Menter et al (2006) and Hutchings et al (2006) that supply teachers can be disadvantaged as they do not always benefit from training and development opportunities that full time teachers have access to.

#### **References:**

Spratt, J (1999): *The classroom substitute: issues surrounding the employment of supply teachers.*

Paper presented at the Scottish Educational Research Association Annual Conference 30<sup>th</sup> September to 2<sup>nd</sup> October, West Park Conference Centre, University of Dundee

Menter, I, Hutchings, M, Maylor, U, James, K and Smart , S ( 2006 ): *The missing link: support and professional development for supply teachers.* British Educational Research Association Conference: University of Warwick

Hutchings M, James, K, Maylor, U, Menter I and Smart, S (2006): *The recruitment, deployment and management of supply teachers in England.* DfES Research report 738, 2006.

McNamara, O, Howson ,J, Gunter, H, Sprigade, A and Onat-Stelma, Z (2008): *Women teachers’ careers: Report for the NASUWT.* University of Manchester and Education Data Surveys, Clarkeprint, Birmingham

Ofsted (1999): *Summary of inspections: 1999*

Estyn (2005): *How linkages can be improved between CPD, school development plans, performance management and raising standards:*

GTCW (2006): *Professional Development Framework for Teachers in Wales:* Welsh Assembly Government

GTCW (2008): *CPD Funding Programme Information Booklet : April 2008 – March 2011:* Welsh Assembly Government

GTCW (2009): *An Analysis Of Supply Teachers in Wales:* October 2009: Welsh Assembly Government

GTCW (2009): *An analysis of teachers who trained in Wales gaining Qualified Teacher Status (QTS) on 1<sup>st</sup> August 2004 and their current employment description 5 years after qualification:* October 2009

## Chapter 1 - Practising Teacher Standards and Supply Teachers

(Ref: Revised professional standards for education practitioners in Wales:  
Welsh Government Circular No. 020/2011 September 2011)  
Induction for newly qualified teachers in Wales (revised September 2012)  
Draft guidance document no: 069/2012 )

If supply teachers are to have a positive impact on classrooms and assist in the drive of raising standards then the Welsh Government proposal that teachers should meet the Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career must apply to supply teachers as well.

NQTs would normally complete their induction in three terms or the equivalent. However, all NQTs undertaking induction through the accrual of short term periods of supply teaching must accrue together three hundred and eighty (380) school sessions before they are able to be assessed against the practising teacher standards. All periods of employment of at least 1 school session (a morning or an afternoon of employment in a school) undertaken from 1 September 2012 must count toward induction. NQTs will have the responsibility of logging these periods of employment with GTCW.

NQTs completing their induction through short term supply teaching will be required to complete an induction portfolio of evidence to demonstrate their progress against the practising teacher standards. For each period of supply teaching NQTs will be required to ensure that the school/agency has verified the period of teaching and that the verification is kept in the induction portfolio.

After one hundred and ninety (190) school sessions NQTs must submit interim evidence to the appropriate body where they have undertaken the majority of their supply teaching and be assigned an external mentor who will provide support and guidance. For the remainder of the induction the assigned appropriate body and external mentor must support the NQT. GTCW must notify the appropriate body once 380 school sessions have been completed and the NQT must submit their induction portfolio of evidence to the external mentor for assessment against the practising teacher standards.

All periods of teaching count towards the induction period with different periods accruing until the 380 sessions have been completed. All periods of employment must be recorded in the induction portfolio and all sessions recorded with the GTCW. However, induction cannot take place in Pupil Referral Units / schools requiring special measures (unless already placed in the school or Estyn states school is suitable) / community or foundation special school established in hospitals / independent nursery schools and other early years settings.

NQT supply teachers and more experienced supply teachers should use the following pages to consider the practising teacher standards, as listed in the *Revised professional standards for education practitioners in Wales: Welsh Government circular 020/2011, September 2011*. These professional standards articulate the understanding, knowledge and values teachers must demonstrate in terms of:

### **Professional Values and Attributes**

### **Professional Knowledge and Understanding**

### **Professional Skills**

The purpose of the standards is to raise standards of teaching and learning throughout Wales and provide a framework to enable practitioners to identify performance management objectives and to identify appropriate development activities. Supply teachers should reflect on what is in their “toolkit” that allows them to demonstrate compliance or what professional development activities they need to undertake in order to achieve compliance of the statements involved with each standard:

For a supply teacher to be effective they need to ensure that they are aware of, and can:

- Demonstrate awareness and understanding of the 55 statements indicated in the standards
- Respond to the questions posed in relation to the standards in the “ How does this apply to me? “ section

To achieve this supply teachers may need access to support and development opportunities, including:

- Observation and discussion of effective practice
- Reflection of your own practice and that of others
- Policy awareness
- Understanding of, and efficiency in, using ICT
- Co-operative and collaborative working
- Lesson planning and delivery
- Assessment, monitoring and recording,
- Target setting with pupils and yourself
- Curriculum awareness and being involved in learning networks and communities.

**A supply teacher should take every opportunity to ensure such activities are covered on a regular basis, through:**

- **Liaising with key staff within the schools they work in**
- **Liaising with the appropriate Supply Teacher Employment Agency**
- **Liaising with Swansea Metropolitan University / University of Wales Trinity Saint David**

## Professional Values and Attributes

(Ref: Revised professional standards for education practitioners in Wales:  
Welsh Government Circular No. 020/2011 September 2011)

Effective supply teachers communicate high, clear and consistent expectations with an appropriate level of challenge to all pupils in the classroom.

These refer to the **VALUES** and **ATTRIBUTES** a supply teacher will need to possess in order to be effective.

They relate to **WHAT** should be held dear in terms of the role and of education in general.

They are about:

How to **APPROACH** the role

The **EXPECTATIONS** of the supply teacher and of the pupils

The **RELATIONSHIPS** with pupils and with others involved in the education process

The **VISION** of the role and of education

An **APPRECIATION** of the bilingual nature of education in Wales

Professional Values and Attributes	
1	<b>Appreciate the diverse needs</b> of children and young people.
2	<b>Value</b> fair, respectful, trusting, supportive and constructive <b>relationships</b> with children and young people.
3	<b>Have high expectations</b> of children and young people in order to improve outcomes and well-being for all learners.
4	<b>Value the importance of building positive relationships</b> between home and school.
5	<b>Value the active involvement</b> of children and young people in their progress, development and well-being.
6	<b>Value the active involvement of parents and carers</b> in the progress, development and well-being of children and young people.
7	<b>Value and celebrate</b> the contribution children and young people make within their communities.
8	<b>Appreciate and value the contribution</b> support staff and other professionals make to the learning, development and well-being of children and young people.
9	<b>Be actively involved in professional networks and learning communities</b> which share and test beliefs and understandings with colleagues and contribute to the wider development of the school and profession.
10	<b>Value the improvement of practice through reflection</b> and taking responsibility for their continuing professional development.

11	<b>Have high expectations with regard to Welsh-language development</b> in the context of the bilingual nature of Wales.
----	--

### HOW DOES THIS APPLY TO ME?

✓ **Action Point 1:**

Use the Reflective Journal to respond to:

**What steps do you need to take to maintain and / or improve the current situation to ensure that you:**

- **communicate high, clear and consistent expectations**
- **ensure your classroom contains appropriate levels of challenge to all the pupils?**

✓ **Action Point 2:**

Refer to : *Becoming a Qualified Teacher: Handbook of Guidance:*  
**National Assembly for Wales Circular No. 41/2006: October 2006**

## Professional Knowledge and Understanding

(Ref: Revised professional standards for education practitioners in Wales:  
Welsh Government Circular No. 020/2011 September 2011)

Effective supply teachers have an up to date knowledge and understanding of their professional duties and responsibilities.

These refer to the **KNOWLEDGE** and **UNDERSTANDING** needed in order to be effective.

They relate to **WHAT** is needed to be known and understood in terms of the role and of education.

They are about an **AWARENESS** of:

The **Professional Framework** supply teachers work within i.e. the professional duties

The **Statutory Framework** supply teachers work within i.e. the guidelines they work within

The **Educational Framework** supply teachers work within i.e. NC/ Foundation Phase/ KS/ Skills Agenda guidelines

The **Subject/Phase Framework** supply teachers work within i.e. subject / area pedagogy/ literacy / numeracy skills

The use of **ICT** to support learning

The **SEN** Code of Practice to assist learning

The **United Nations Convention**

The **bilingual nature** of education in Wales

	<b>Professional Knowledge and understanding</b>
<b>12</b>	<b>Maintain an up-to-date knowledge</b> and understanding of the professional duties and responsibilities of teachers, and the statutory framework within which they work.
<b>13</b>	<b>Understand</b> the national education policy context in Wales and the Welsh Government's national priorities for education, including an understanding of the Cwricwlwm Cymreig and how it should inform and shape their practice.
<b>14</b>	<b>Use understanding of the expectations</b> , organisational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice.
<b>15</b>	<b>Understand the key factors</b> that affect children and young people's learning and well-being.
<b>16</b>	<b>Maintain an up-to-date understanding</b> of their subjects/curriculum areas and related pedagogy in order to inform practice.
<b>17</b>	<b>Understand</b> their role in <b>improving literacy and numeracy skills</b> across the curriculum.
<b>18</b>	<b>Maintain knowledge and learning in ICT</b> to support teaching, learning and in their wider professional role.
<b>19</b>	<b>Understand and apply the SEN Code of Practice for Wales</b> to meet the diverse needs of learners.
<b>20</b>	<b>Understand when appropriate and how to seek information</b> , advice and support from internal and external sources including procedures on safeguarding.
<b>21</b>	<b>Have a knowledge of</b> a range of strategies and how to use them to promote good behaviour and create a purposeful learning environment.
<b>22</b>	<b>Understand how the United Nations Convention</b> on the Rights of the Child and the Children and Young People's Participation Standards in Wales can be used to inform practice and improve learner outcomes.

23	<b>Understand the expectations</b> in the curriculum with regard to Welsh-medium provision and/or Welsh second language.
----	--

### HOW DOES THIS APPLY TO ME?

**It is important to be explicit about the core knowledge, skills and competences that all teachers will continually refresh and improve as they move through their career and to be active in addressing them.  
Supply teachers need to be in a similar position.**

✓ **Action Point1:**

**Use the Reflective Journal to respond to:**

**What steps do you need to take to ensure you continue, or develop strategies, to:**

- **encourage high standards of effort, accuracy and presentation**
- **use differentiation appropriately to challenge all the pupils in the classroom?**

✓ **Action Point 2:**

**Look up the Teachers Statutory Framework , including**

*School Teachers' Pay and Conditions Document and statutory and non-statutory guidance*

**to refresh yourself of the duties and responsibilities**

## Professional Skills

### Planning and Target Setting

(Ref: Revised professional standards for education practitioners in Wales:  
Welsh Government Circular No. 020/2011 September 2011)

Effective supply teachers have a clear plan and objectives for each lesson. They communicate these clearly to pupils at the start of each session. They focus on pupils' learning outcomes and they provide clear instructions for the learning activities.

These refer to the **ROLE** of supply teaching and what is needed to be done in order to be effective.

They relate to your **PLANNING, EXPECTATIONS** and **TARGET SETTING** in terms of the role.

They are about the **ABILITY** to:

Set **CHALLENGING** learning and teaching objectives and **USE** them effectively;

**PERSONALISE** learning to address individual needs;

**IDENTIFY** and **DEVELOP** resources to develop learning and understanding;

Work as part of a **TEAM** (school and supply teacher network);

**PLAN** for support staff;

**CREATE** opportunities for learning outside of classroom;

Manage **TIME** effectively

	<b>Professional Skills</b> <b>Planning and Target Setting</b>
<b>24</b>	<b>Set challenging teaching and learning objectives</b> that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.
<b>25</b>	<b>Use teaching and learning objectives</b> to plan lessons, and sequences of lessons, which clearly show how learners' knowledge, skills and understanding will be assessed.
<b>26</b>	<b>Personalise learning</b> in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
<b>27</b>	<b>Identify resources</b> to support learning that will stimulate and motivate learners to achieve desired outcomes.
<b>28</b>	<b>Work effectively as a team member</b> and collaborate with colleagues to plan work and establish targets.
<b>29</b>	<b>Plan</b> for support staff to be appropriately involved in supporting learning and ensure they understand the roles they are expected to fulfil.
<b>30</b>	<b>Plan appropriate opportunities</b> for children and young people to learn in settings beyond the classroom.
<b>31</b>	<b>Manage and prioritise time</b> effectively within their wider professional role.
<b>32</b>	<b>Instigate and maintain effective communication</b> with children, young people and their parents/carers.

## HOW DOES THIS APPLY TO ME?

### ✓ Action Point 1:

Use the Reflective Journal to respond to:

What steps do you need to take to maintain and / or improve the current situation to ensure that you:

- have clear plans and objectives for the lessons you deliver
- communicate these clearly at the start
- ensure they focus on learning outcomes for the pupils
- ensure each learning activity has clear instructions?

Consider asking yourself the following questions:

- Do I vary my motivational strategies to suit different pupils?
- Do I communicate a clear plan and objectives for the lesson at the start?
- Do I have the necessary materials and resources ready for the lesson/pupils?
- Do I link my lesson objectives to the Scheme of Work / National Curriculum / Essential Skills Framework etc?
- Do I provide opportunities for pupils to take responsibility for their own learning?
- Do I review what the pupils have learned at the end of each lesson?

### ✓ Action Point 2:

What steps do you need to take to maintain and / or improve the current situation to ensure that you:

- make full use of the planned time
- start promptly
- maintain a suitable pace and finish with a brief / succinct review of the learning
- allocate your time fairly amongst the pupils?

Consider asking yourself the following questions:

- Do I structure the lesson/activity to use the available time well?
- Does the lesson/activity last for the planned time?
- Do I ensure that appropriate learning resources are used to enhance pupils' opportunities?
- Do I use appropriate pace in the lesson?
- Do I allocate my time fairly amongst the pupils?
- Do I ensure learning is reviewed at the end of the lesson?

## Professional Skills

### Monitoring and Assessment

(Ref: Revised professional standards for education practitioners in Wales:  
Welsh Government Circular No. 020/2011 September 2011)

Effective supply teachers make use of a wide range of assessment methods to monitor pupils' progress, their gaps in knowledge and areas of misunderstanding. They give feedback and encourage pupils to judge their own success and set themselves targets.

These refer to the **MONITORING** and **ASSESSMENT** aspects of the role which need to be undertaken in order to be effective.

They relate to the **STRATEGIES** and **PROCESSES** supply teachers need to be aware of and implement.

They are about how the supply teacher **EVALUATES** their role and its outcomes, by:

**MONITORING** and **ASSESSING** pupil progress  
**INVOLVING PUPILS** in target setting and evaluation  
**IDENTIFYING** and **SUPPORTING** additional learning needs  
**RECORDING** pupil progress and outcomes;  
**IMPROVING** learning  
**REPORTING** progress to pupils and others

<b>Professional Skills</b>	
<b>Monitoring and Assessment</b>	
<b>33</b>	Use a range of <b>monitoring and assessment strategies</b> , including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
<b>34</b>	<b>Meet the assessment requirements</b> and arrangements for the subjects/curriculum areas and phases within which they teach, including those relating to public examinations and qualifications.
<b>35</b>	<b>Use monitoring and assessment</b> to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
<b>36</b>	Involve learners in <b>target setting</b> and in reflecting upon and evaluating their performance.
<b>37</b>	<b>Monitor and record learners' progress</b> and achievements to provide evidence of the range of their work, progress and attainment over time whilst taking account of the participation and views of the learner.
<b>38</b>	<b>Provide learners</b> with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
<b>39</b>	<b>Provide colleagues, parents and carers</b> with timely, accurate and constructive feedback on learners' attainment, progress and areas for development using supporting records and other evidence.

## HOW DOES THIS APPLY TO ME?

✓ **Action Point:**

**Use the Reflective Journal to respond to:**

**What steps do you need to take to maintain and / or improve the current situation to ensure that you make use of a range of assessment methods to:**

- **monitor the progress of pupils,**
- **discover gaps in knowledge / understanding,**
- **address misunderstanding**
- **provide feedback which encourages**
- **inform pupils of improvement strategies?**

**Consider asking yourself the following questions:**

- **Do I focus on understanding and meaning, factual memory, skills mastery and applications in real life settings?**
- **Do I use tests, competitions, etc. to assess understanding?**
- **Do I recognise any misconceptions the pupils have and clear them up immediately?**
- **Do I assess/ mark pupils' written work regularly?**
- **Do I encourage all my pupils to do better next time and inform them of the steps required for this improvement to take place?**

## Professional Skills

### Teaching and Managing Learning

(Ref: Revised professional standards for education practitioners in Wales:  
Welsh Government Circular No. 020/2011 September 2011)

Effective supply teachers use a variety of strategies and techniques to engage pupils and keep them on task through individual, small group and whole class activities. They interact a lot with the pupils and are active within the classroom.

Effective supply teachers have a clear strategy for classroom and pupil management and communicate clear and effective boundaries for pupil behaviour. Pupils feel safe and secure in their classroom and maximum time is focused on learning.

Effective supply teachers ensure that homework / learning tasks are regularly set. They review this as part of the assessment process and ensure that it is integrated with the work attempted in class, is tailored to the individual pupil and is marked regularly and constructively.

These refer to actual **CLASSROOM PERFORMANCE** and **MANAGEMENT**.

They relate to the supply teacher's **ABILITY** to deliver and facilitate learning effectively.

They are about:

**Teaching** and having high **EXPECTATIONS** of all involved, and everything that happens, in the classroom;

Maintaining positive **RELATIONSHIPS** with pupils and others

Developing positive **LEARNING CLIMATES**

Employing effective **STRATEGIES** for **STRUCTURED** lessons / work

Supporting **LEARNING** effectively

**ORGANISING** and **MANAGING** the classroom effectively

**ORGANISING** teaching **TIME** effectively;

Maintaining **POSITIVE** discipline and **BEHAVIOUR**

Understanding the **LEGAL RESPONSIBILITIES**

Using **ICT** effectively to develop learning

Developing **INDEPENDENT LEARNERS**

Working both **COOPERATIVELY** and **COLLABORATIVELY** with others promoting **INCLUSION**

Developing, where possible, **CROSS CUTTING / CURRICULAR** themes

Promoting the **bilingual nature** of education in Wales

	<b>Professional Skills</b>
	<b>Teaching and Managing Learning</b>
<b>40</b>	<b>Establish and maintain</b> effective learning environments where all learners feel safe, secure and confident.
<b>41</b>	<b>Teach</b> the required and expected skills, knowledge and understanding relevant to the needs of the learner making appropriate use of national guidance.
<b>42</b>	Make effective <b>personalised provision</b> in their teaching including taking practical account of diversity and promoting equality and inclusion.
<b>43</b>	<b>Challenge</b> instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures.
<b>44</b>	<b>Teach clearly structured</b> lessons or sequences of work and ensure that all learners understand and meet the intended learning objectives.

45	Employ appropriate <b>teaching strategies</b> which develop all learners' capacity to work collaboratively and independently.
46	<b>Build on</b> the varying experiences, achievements and interests of learners to help them make progress.
47	<b>Manage teaching and learning time</b> effectively.
48	<b>Manage the physical learning environment</b> , equipment, materials, texts and other resources safely and effectively.
49	Employ appropriate strategies to secure <b>positive behaviour</b> .
50	Employ appropriate teaching strategies to promote the <b>well-being of children and young people</b> .
51	Employ appropriate teaching strategies to <b>promote good progress and outcomes</b> for learners over a sustained period of time.
52	<b>Use ICT effectively</b> in teaching and learning.
53	<b>Encourage learners to progress independently</b> by providing activities or other out-of-school study which consolidates and extends work carried out in school.
54	Work <b>co-operatively and collaboratively</b> with other teachers and colleagues, including those from external agencies, to enhance the learning and well-being of those they teach.
55	<b>Promote learners' understanding</b> of the bilingual nature of Wales and develop their bilingual skills as appropriate.

## HOW DOES THIS APPLY TO ME?

### ✓ Action Point 1:

Use the Reflective Journal to respond to:

What steps do you need to take to maintain and / or improve the current situation to ensure that you use a variety of strategies and techniques which are active and keep the pupils engaged and on task?

Consider asking yourself the following questions:

- Do I provide opportunities for pupils to take responsibility for their own learning?
- Do I draw on the pupils' experiences/ ideas which are relevant to the lesson?
- Do I involve all the pupils in the lesson?
- Do I use a variety of activities / learning methods?
- Do I apply methods which are appropriate to the NC / SoW / lesson objectives?
- Do I use a variety of techniques which question/probe pupils' knowledge and understanding?
- Do I encourage pupils to use a variety of problem-solving techniques?
- Do I give clear instructions and explanations to the pupils?
- Do my activities have a clear purpose in improving pupils' understanding / achievement?
- Do I listen and respond to the pupils?

### ✓ Action Point 2:

What steps do you need to take to maintain and / or improve the current situation to ensure that you:

- have a clear strategy for the management of pupils
- communicate clear and effective boundaries for positive pupil behaviour - to ensure that the pupils feel safe and secure with the maximum time being focused on learning?

Consider asking yourself the following questions:

- Do I keep the pupils on task throughout the lesson?
- Do I correct bad behaviour immediately?
- Do I praise good achievements and efforts by the pupils?
- Do I treat different children fairly and consistently?
- Do I manage and work with the other adults in the classroom well?

### ✓ Action Point 3 :

What steps do you need to take to maintain and / or improve the current situation to ensure that you set homework / learning tasks regularly, that it is marked regularly and that you provide constructive feedback?

Consider asking yourself the following questions:

- Do I set homework / learning tasks which consolidate or extend the coverage of the lesson?
- Do I ensure that homework/ learning tasks I set in previous lessons are followed up?
- Do I ensure that homework / learning tasks are assessed and that effective constructive feedback is provided?
- Do I explain what learning objectives will be gained from the homework / learning tasks?

## Chapter 2 - Practice, Review and Development (PRD) Model and Supply Teachers

( Ref: Induction for newly qualified Teachers in Wales: Draft guidance document no.069/2012)

The 2010 / 2011 All Wales Review of Professional Standards, Performance Management and CPD was undertaken in order to:

- Improve teaching and learning through stronger a **stronger link between professional standards, performance management and CPD**
- recognise and strengthen the contribution that **all members of the school workforce make to teaching and learning**
- progressively develop leadership skills to reflect the wider scope of leadership responsibilities held by practitioners
- support implementation of the School Effectiveness Framework

The outcomes of the review included the intention that **all practitioners** (teachers, headteachers and support staff were identified), will be entitled, and expected, to collaborate with others to:

- **Reflect regularly** on their practice using nationally agreed descriptions of practice and , as part of this process, identify areas of further development (**Professional Standards**)
- Use **such reflections** to identify areas for further development
- **Participate in professional experiences**, which will lead to further development in the areas identified, based on evidence of effective practice (**Continuing Professional Development**)
- **At least annually**, formally record and make available evidence of their participation in the process (**Performance Management**)



( Ref: SMU 2012 )

The Venn diagram shows how the PRD model attempts to raise standards of teaching and improve learner outcomes across Wales by linking together the three circles into one coherent system which has the following key principles:

- **Career-long focus** on improving practitioner effectiveness
- Driven by **relevant professional** or occupational **standards**
- **Quality assured** through **performance management** that .....  
Identifies **professional development needs**, delivered through .....
- A combination of **mandatory and agreed development activities**, and which .....
- Recognises increasing leadership responsibilities and **develops leadership skills** through focussed professional development

**The model is intended to be applied to the whole workforce, so supply teachers can be thought of as sitting at the centre of the Venn diagram as they are the sector who need:**

- to develop a stronger link with CPD, performance management and professional standards
- to be recognised for the contribution they make to teaching and learning
- to develop classroom leadership skills
- to reflect regularly on their practice and that of others
- to participate in professional experiences, such as observation, discussion of good practice etc.
- to formally record and provide evidence of what they have achieved and participated in
- a career long focus on improving effectiveness
- an awareness of entry point standards and relevant milestone standards
- inclusion in quality assurance programmes including career long performance management

### **HOW DOES THIS APPLY TO ME?**

**There is a need to develop a culture with supply teaching where priority is given to attaining, maintaining and exceeding professional standards**

✓ **Action Point:**

**What steps do you need to take to ensure the above nine points are considered on a regular basis?**

**Use the following page to record your thoughts to the points raised.**

**My CPD opportunities to date include:**

**My strengths include:**

**My areas of development include:**

**I am proud of:**

**Over the next 12 months I would like to:**

**Over the next 5 years I would like to:**

**To achieve these goals I would need to:**

## Chapter 3 - School Effectiveness Framework and Supply Teachers

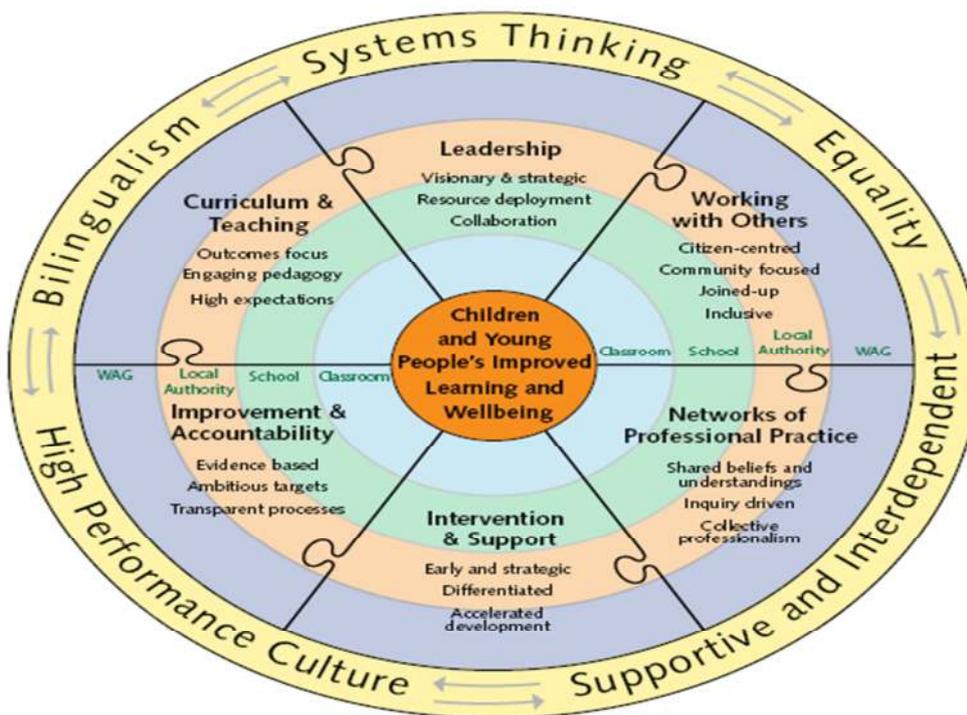
### BACKGROUND

The School Effectiveness Framework (SEF), introduced by Welsh Government in 2008, seeks to improve the learning and wellbeing of children and young people in Wales. It is underpinned by the concept of **systems thinking** to develop tri-level working (i.e. schools, local authorities and Welsh Government working in harmony towards a common goal) and the development of professional learning communities to bring together professionals at all levels to promote sound practice and shared learning.

It fits in with the Welsh Government's three priorities for action:

- Literacy
- Numeracy
- Reducing links between poverty and educational attainment

The SEF consists of **six elements** which research shows impacts on learning and wellbeing and these are highlighted in the following diagram:



( Ref: [www.cymru.gov.uk](http://www.cymru.gov.uk) : The school Effectiveness Framework: A Framework for Action ( 2008 ) )

- The outer ring highlights the **five themes** that permeate everything we do in the education sector.
- The **six segments** are the **elements** that need to be concentrated upon in order to improve school effectiveness. However, they need to be implemented in an integrated manner, rather than a piecemeal approach, in order to contribute to improvement.
- Below each of the segments lie the **aspects of learning** which add the detail to each of the elements i.e. the actions needed to achieve the desired outcomes.

- The diagram indicates the **four levels** which need to work together (WG/LA/School/Classroom) and suggests there must be clear line of sight between the levels for the desired outcomes of improved learning and learner wellbeing.

The SEF describes the purpose of schools as being to:

- enable all children and young people to develop their full potential;
- promote a culture of social inclusion;
- establish strong professional learning communities in schools;
- offer children and young people a curriculum that engages and motivates them to learn;
- provide a learning community for all engaged in school life;
- deliver integrated services for children and young people to improve their wellbeing;
- and ensure that all schools are community focussed.

## HOW DOES THIS APPLY TO ME?

### ✓ Action Point 1:

**As a supply teacher you need to be aware of this national purpose.**

**Consider ways of delivering the above and demonstrating knowledge and understanding**

The SEF identifies six key enablers which will support these national priorities:

- robust use of data
- strengthening teaching and learning
- strengthening distributed leadership within schools and local authorities
- development of Professional Learning Communities (PLC) within, between and across schools;
- clear lines of accountability for schools, governors, local authorities and WAG;
- capacity building at school, local and national level and the development of system leaders.

### ✓ Action Point 2:

**Consider how you:**

- **use data to enhance your practice**
- **strengthen your teaching and learning**

**Are you aware of any PLC developments in the schools you attend?**

For the SEF to be effectively implemented system leadership needs to be reflected at each of the four levels indicated in the diagram.

The immediate impact for supply teachers will come from system leadership at school level – where the SEF identifies the focus to be:

#### **Leadership**

- teachers have a vital leadership role
- teachers leading implementation of pedagogy, curriculum innovation and knowledge in order to obtain improvements in learning outcomes. teachers leading classroom assistants
- teachers working with professionals from other services
- teachers developing classroom leadership skills and recognising and valuing those they have acquired

#### **Working with others**

- teachers create the essential link between education and the community
- teachers developing shared understanding with parents/carers and other professionals
- teachers developing opportunities for family members to participate in classroom activities
- teachers designing effective learning programmes that improve health and wellbeing of children and young people in different contexts

#### **Networks of professional practice**

- professional knowledge to be shared professional learning communities need to be established
- teachers engaging in professional learning activities
- teachers sharing beliefs and understandings regarding learning, learner engagement, pedagogy and wellbeing with colleagues
- teachers developing professional interaction with colleagues

- teachers engaging in structured classroom observation
- teachers involved with high quality professional development –through individual expertise and networks – and opportunities for dissemination

### **Intervention and support**

- teachers in the best position to identify needs etc.
- teachers identifying needs with regard to support and intervention – when underachieving, has additional needs which impede learning etc. teachers using PPA time to assess learner progress, identify needs and plan appropriate intervention
- teachers negotiating intervention rather than imposing it on the learner

### **Improvement and accountability**

- teachers engaging in classroom improvement strategies – as these have most direct impact on learning outcomes.
- teachers aware that there is greater variance between classrooms than between schools
- teachers setting high but achievable targets for learners
- teachers making rigorous use of formative and summative assessments
- teachers providing effective feedback and improvement strategies from assessments
- teachers involving learners in setting own targets for learning

### **Curriculum and Teaching**

- teachers aware that high quality teaching is the bedrock on which effective educational performance is built – allowing learners to develop the skills, knowledge and understanding to reach their full potential
- teachers aware of impact of school workforce remodelling allowing them more time to focus on learning and teaching
- teachers working together to improve their own skills and knowledge
- teachers through their involvement in PLCs developing a sense of collective professionalism and opportunities to share planning and to learn from one another
- teachers gaining and disseminating new knowledge and understanding in relation to developing thinking, assessment for learning and differentiated teaching
- teachers ensuring learners develop transferrable skills and are actively involved in their learning
- teachers ensuring learners develop learning capacity through basic and key skills
- teachers allowing for the interests of the learner to be utilised to ensure engagement and motivation
- teachers ensuring the emotional intelligence of the learner is well developed and that there are caring and learning relationships within the classroom that allow for effective learning.

## **HOW DOES THIS APPLY TO ME?**

### **✓ Action Point1:**

**Consider strategies you could employ / become involved with in order to develop collective professionalism amongst supply teachers.**

### **✓ Action Point 2:**

**Consider how you could become involved in classroom observations / be observed within the classroom  
Consider your classroom improvement strategies – do they need improvement?**

## Chapter 4 - Skills Framework and Supply Teachers

( Skills Framework for 3 to 19 – year-olds in Wales: DECELLS: WAG 2008)

(AC/GM/0827 ISBN 9780 7504 4431 6)

### BACKGROUND

The non-statutory Skills Framework for 3 to 19 year olds in Wales was introduced in 2008. It is not a curriculum framework but is a structure which **underpins** all the frameworks covering:

- the Foundation Phase,
- all the national curriculum subjects
- Personal Social and Health Education (PSHE)
- Careers and the world of work (CWW)
- Religious Education (RE)

and aims to ensure a coherent approach to learning and progression.

Estyn (2011) found that few schools at KS2 level used this Skills Framework as a starting point for planning work. The picture may be similar for other key stages but SMU and ESS believe that supply teachers need to be aware of the framework and its use as a base for planning lessons etc.

***(The Skills Framework at Key Stage 2: An evaluation of the impact of the non-statutory Skills Framework for 3 to 19 year olds in Wales at Key Stage 2: July 2011: Estyn)***

Supply teachers should also be aware that there is no expectation that all subjects will cover all the skills defined and that a selective approach is required.

The skills defined are

- Developing Thinking,
- Developing communication
- Developing ICT
- Developing number

### **Developing Thinking:**

Developing patterns of ideas that help learners acquire deeper understanding and enable them to explore and make sense of the world. The processes of thinking are referred to as the ability to plan, develop and reflect.

Included in this area is the ability to analyse and evaluate findings and work i.e assessment for learning.

To develop this skill area supply teachers need to ensure that their questioning techniques and articulating strategies are effective and to be aware of **metacognition i.e. the process of thinking about thinking.**

### **HOW DOES THIS APPLY TO ME?**

#### ✓ **Action Point 1:**

**Consider your questioning techniques and articulating strategies.  
Can they be improved?**

**Is metacognition part of your practice?**

#### ✓ **Action Point 2:**

**Refer to the following publications:**

*Why develop thinking and assessment for learning in the classroom?*

[www.cymru.gov.uk](http://www.cymru.gov.uk) Guidance Document 037/2012 June 2012

*How to develop thinking and assessment for learning in the classroom*

[www.cymru.gov.uk](http://www.cymru.gov.uk) Guidance Document 044/2010 November 2010

*Aiming for excellence: Developing thinking across the curriculum*

BBC Wales, Estyn, WAG :2007 ( available from BBC Wales)

*The Developing thinking skills and assessment for learning programme*

Estyn: June 2011 [www.estyn.gov.uk](http://www.estyn.gov.uk)

**Developing Communication** – developing oracy, reading, writing skills as well as those wider communication skills of communicating ideas and emotions and communicating information.

The wider communication skills include gesture, mime, signing and the expression of ideas and emotions through mediums such as art, music, drama.

To develop this skill area supply teachers need to ensure that they understand communication means all forms of communication and not just that which depends on developed, unimpaired speech and hearing.

### **HOW DOES THIS APPLY TO ME?**

✓ **Action Point 1:**

**Consider your strategies in developing the communication skills of learners.  
Can they be improved?**

## **Developing ICT**

There are two strands to this area :

1. Finding and developing information and ideas – relates to the searching for information for specific purposes and bringing together or processing the information to make decisions and judgements.
2. Creating and presenting information and ideas – relates to the capability in using ICT to communicate ideas, thoughts and intentions, selecting appropriate ways of giving information with the intended recipient or audience in mind.

Supply teachers should be aware that this framework does not replace the ICT Order but takes a selection of the skills from the Order which offer clear opportunities for cross curricular delivery and the support of learning and teaching in a range of subject areas.

Supply teachers need to be aware that safe and appropriate use of ICT is embedded in the framework.

### **HOW DOES THIS APPLY TO ME?**

#### **✓ Action Point 1:**

**Consider your strategies of using ICT safely and appropriately.**

**Consider your strategies of engaging learners with ICT so they develop skills and techniques as well as an understanding of the risks and benefits of using current technologies.**

#### **✓ Action Point 2:**

**Refer to:**

***Raising standards in information and communication technology in KS3***

**BBC Wales, Estyn, WAG, ACCAC: 2004 ( available from BBC Wales )**

## **Developing Number**

Developing the ability to use number correctly and appropriately across a wide range of situations and contexts

Using number and graphical techniques to represent, interpret and analyse data as well as, for example, measuring, saving, sending, describing and comparing properties of shapes.

Supply teachers need to be aware that this framework is intended to be as inclusive as possible and that number skills can be applied at all ages in different situations across the curriculum, as appropriate to the learner's needs.

### **HOW DOES THIS APPLY TO ME?**

#### **✓ Action Point:**

**Refer to the following publications:**

***Raising standards in literacy and numeracy in KS3***

**BBC Wales, Estyn, WAG, ACCAC: 2003 ( available from BBC Wales )**

***Aiming for excellence in KS3***

**Estyn, WAG, ACCAC; 2002**

## Chapter 5 - Essential Skills Wales qualifications and Supply Teachers

( [www.cymru.gov.uk](http://www.cymru.gov.uk) ref: CAD/GM/0096 ISBN 978 07504 5433 9)

### BACKGROUND

The Skills Framework for 3 to 19 year olds in Wales covers the skill areas that have been identified to support success in life, no matter what path the learner chooses to follow.

The Essential Skills Wales (ESW) qualifications have been introduced in 2010 to ensure that all learners in Wales will have the skill set needed for success in life. A similar suite of qualifications is being rolled out in the other home countries but with different emphasis of the skills included and how the assessment takes place.

As a result there are a number of confusing terminologies:

- **Key Skills** – this was the commonly used name for Essential Skill Wales before 2010. These qualifications are taken by 16 – 19 year old learners.
- **Basic Skills** – this was a similar set of qualifications to Key Skills but designed for adult learners returning to learning, rather than 16 – 19 year olds.
- **Functional Skills** – this is the name given to the new set of essential skill qualifications in England.

With both **Essential Skills in Wales** and **Functional Skills in England** there is no distinction between learners aged 16 to 19 and adults – there is one set of qualifications for all learners.

Essential Skill Wales is accredited, by external examining bodies such as WJEC, at ESW Entry 1 – 3 and ESW Levels 1 – 4. All levels are connected on a single ladder of progression and correspond to the National Qualifications Framework (NQF) and the Qualifications and Credit Framework (QCF). For example, Level 2 can broadly be related to the level of demand at A\* - C GCSE level whilst Level 4 describes the skills relevant to technical and professional situations and higher level study.

The qualifications consist of Application of Number, Communication and ICT and the key skill demanded is fitness for purpose.

**The Wider Key Skills, until planned changes take place,** cover the following three areas:

- Working with others
- Improving own learning and performance
- Problem solving

**Supply teachers need to be aware of ESW qualifications and of the wider key skills.**

An awareness of this area can help in the planning of resources and in the delivery of effective lessons.

**HOW DOES THIS APPLY TO ME?**

✓ **Action Point 1:**

Refer to the following publications:

Essential Skills Wales: Welsh Assembly Government: February 2010 [www.essentialskillswales.co.uk](http://www.essentialskillswales.co.uk)

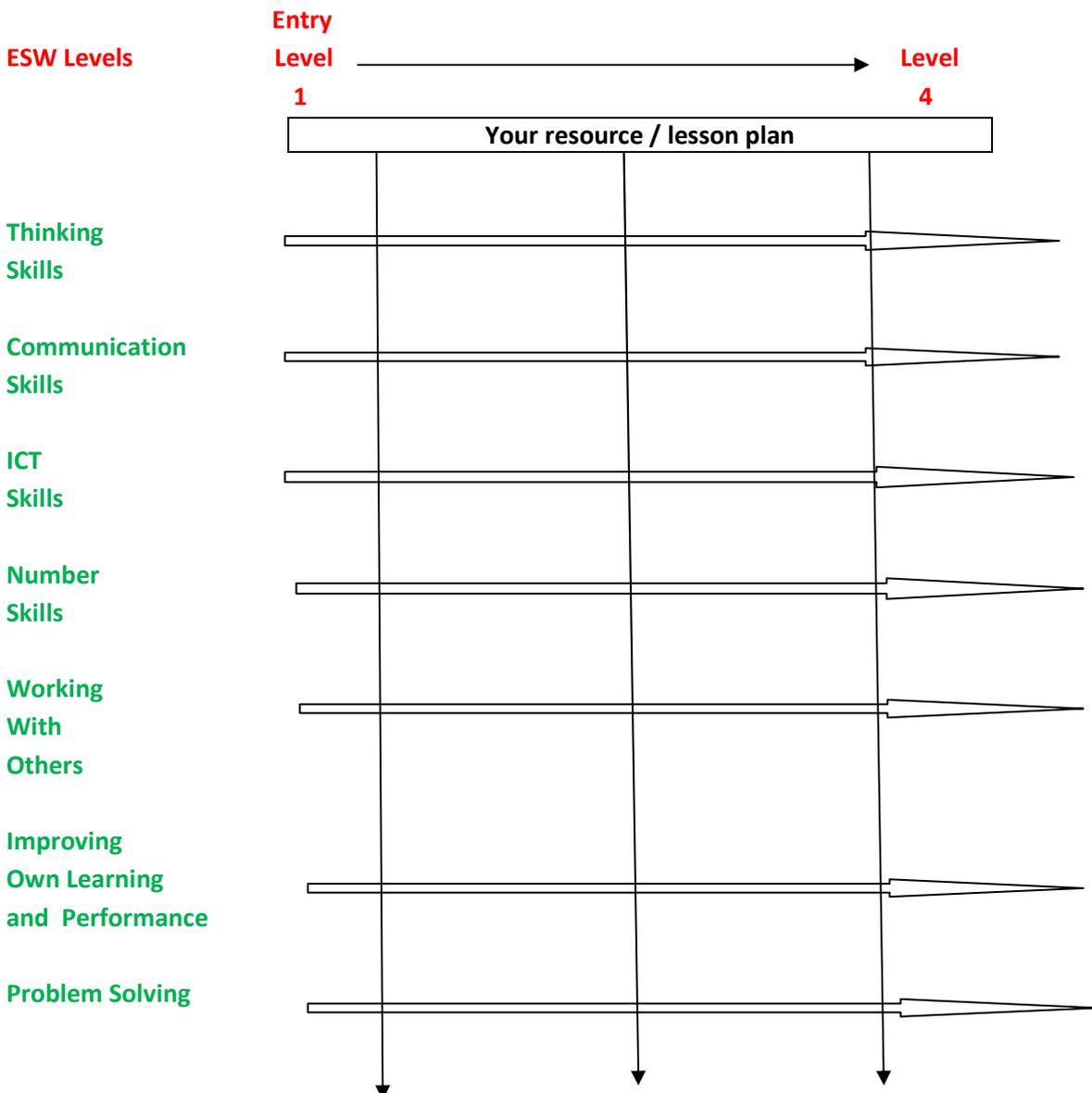
Essential Skills Wales: Skills Framework for 3 to 19 year olds in Wales: WAG: 2008

Awarding body websites, such as WJEC, City and Guilds, Edexcel

✓ **Action Point 2:**

Consider the following model when planning lessons and resources

Use this as your starting point by considering the horizontal themes initially rather than the vertical threads of the worksheet / resource.



## Chapter 6 – Effective feedback for Supply Teachers

Being aware of what you do in the classroom, why you do it and how you do it is an important element of being an effective supply teacher. This process of self evaluation and reflection requires information from others involved in your classroom.

It is only by collecting the evidence of what goes on in the classroom and then analysing and evaluating the information that supply teachers can explore their practice and underlying beliefs.

Such reflection may lead to changes and improvements in practice and ultimately changes and improvements in learning and learning outcomes in the classroom.

Obtaining effective feedback is one way of ensuring that such evidence is collected. Obtaining feedback for supply teachers is therefore a means of professional development and a key element in the supply teachers developmental programme.

Supply teachers need to adopt a systematic approach to the collection, recording and evaluation of feedback. Without an understanding of what is going on in their classrooms supply teachers come to the wrong conclusions about their classroom practices. They may only notice the actions / responses of certain pupils or they may only notice the negative outcomes from lessons.

A systematic approach would ensure there is a focus on:

- what went well and why - as well as what did not go so well and why
- if pupils misbehave – what are they doing, when are they doing it and why are they doing it
- if pupils are engaged – what are the elements that have encouraged this
- if pupils do not understand – what is they do not, why is this the case and what can be done about it
- if pupils do understand – what are the elements that have ensured this

The information the approach produces needs to be acted upon. Informed decisions can be made by supply teachers regarding professional development and improvement strategies. The contents of the approach will depend on each supply teacher but the common elements will include:

- evidence gathering – from pupils / from self / from school / from agency
- evidence evaluation
- evidence outcomes and actions – professional development for supply teacher
  - information to class teacher - to school -to agency
  - information from school to agency - from school to supply teacher
  - information from agency to supply teacher – from agency to school

The process is cyclical so once the action has taken place the process of evidence gathering starts once again and the reflective / evaluative process continues.

To ensure a successful approach communication is vital. To this end agencies and supply teachers need to develop and use effective lines of communication (feedback) between:

- pupils and supply teacher
- supply teacher and class teacher
- supply teacher and school management

- school and supply teacher
- supply teacher and agency
- agency and supply teacher

**HOW DOES THIS APPLY TO ME?**

✓ **Action Point 1:**

Consider the following questions:

Do you always find time to reflect on your lessons?

Do you consider what went right as well as what went less well?

Do you ask yourself “ Why did it go like that?” and try to establish sound learning points that you can apply to future lessons?

Do you try to improve from one lesson to the next?

Who do you blame if a lesson goes badly – and who takes the credit if the lesson goes well?

✓ **Action Point 2:**

Use the signposts in the Supply Teacher Reflective Journal to help your reflection and evaluation.

**Sample pupil feedback form for supply teachers**

**PUPIL FEEDBACK FORM** for .....

**LESSON:** .....

**DATE:** .....

**1. One thing I learned in this lesson was**

**2. One thing I would have liked to have done in this lesson but I could not because I ran out of time was**

**3. One thing I did well in this lesson was**

**4.**