

Teaching Wales



Cyngor Addysgu Cyffredinol Cymru
General Teaching Council for Wales

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GTCW
Elections
2012

Best Practice: The
Active Kids Cooking
Challenge

Wales Education Lecture 2011

Dear Colleague



It is not often that a profession has the opportunity to set out what it would really like to be and for that vision to potentially become a reality. But that is exactly the opportunity teachers in Wales will be given in the next few months as the Welsh Government launches a consultation on the future functions of GTCW.

I make no apology for using “the profession” and “GTCW” interchangeably because the Council embodies and sets out the values and ethics of teaching. Indeed, the development of the teaching profession is the Teaching Council’s *raison d’être*.

I urge you to make a submission to the consultation. It is vital that practising teachers’ visions for the profession’s future are heard loud and clear by the Welsh Government. The article on pages 13 & 14 will help you to respond.

In the long term, there is nothing more important that you could do, than putting pen to paper about

your profession’s value and future. Teachers in England were not so fortunate to have this opportunity – their status as professionals was diminished by the action of their Secretary of State, Michael Gove, in abolishing GTCE – an action in which neither they nor other stakeholders had a say.

This edition also reports on this year’s excellent Wales Education Lecture given by Keith Towler, the Children’s Commissioner for Wales. I know that the many who were present went away inspired by the value attributed to them as teachers. If you would like to hear the lecture for yourself, there is an audio recording on our website.

With best wishes for the Christmas break.

Yours sincerely,

Angela Jardine
Chairperson

Election of new teacher members to GTCW – It’s down to you!

Voting to select new teacher members to sit on the GTCW will take place in February 2012. Make sure you have your say in deciding who represents your interests on your professional body.

Candidates - Teachers of Pupils of Primary School Age

Ben Cox Class Teacher, Ysgol Emmanuel

John Griffiths Class Teacher, Milton Junior School

Angela Jardine Class Teacher, Gabalfa Primary School

Cleo Wilson-Sollars Class Teacher, St Therese’s Roman Catholic School

Bernadette Thomas Class Teacher, Ysgol Emmanuel

Margaret Thomas Class Teacher, Oaklands Primary School

Candidates - Teachers of Pupils of Secondary School Age

Sion Amlyn Head of Physics, Ysgol Eifionydd

Angela Butler Specialist Dyslexia Support Teacher and Head of Year, Newtown High School

Roberto De Benedictis Technology Teacher, Llangatwg Comprehensive School

Mark Morris Technology Teacher, Pen-y-Dre High School

Jane Setchfield Science Teacher, Llanedeyrn High School

Following the receipt of nominations, the number of candidates in the category of **Head, Deputy and Assistant Headteachers** was less than the number of places available on the GTCW (2 candidates for 4 available places).

In order to fill the 2 remaining places in this election category, a further deadline for the submission of nomination papers has been set as **30th December 2011**. The 2 candidates who met the initial deadline for returning their nomination form will be elected.

Nomination packs may be obtained from Alex Lonie at **Electoral Reform Services Limited (ERS), 33 Clarendon Road, London, N8 0NW**.
Tel: 020 8889 9203 or by email at alex.lonie@electoralreform.co.uk

Voting

Registered teachers will receive a letter with details of how to vote in late January 2012. You will be able to vote by post or via the web between **Tuesday 31st January 2012** and **Wednesday 29th February 2012**. The results will be announced on the Council’s website on **Friday 9th March 2012**.

Any queries regarding the Election? Contact Hayden Llewellyn, Returning Officer at 029 2046 0099 or hayden.llewellyn@gtcw.org.uk

The Wales Education Lecture 2011

Learning through the eyes of pupils

Children's Commissioner for Wales, Keith Towler, has questioned whether the nation's pupils have a real voice in schools. Five years after the introduction of compulsory school councils in Wales, the Commissioner challenged educationalists to look more closely at whether the system is really working for children and young people.

The Commissioner's comments came on the evening of Monday 3 October, as he delivered the Wales Education Lecture at the National Museum Cardiff. Addressing hundreds of teachers and other educationalists, he asked: "Are we really listening to children and young people?"

Mr Towler began by considering the current situation in Wales. He said, "It feels to me that we are standing at a crossroads. Our uncertainty on which way to turn has been fuelled by the latest PISA results, we look

at some of our school buildings that are crumbling in front of our eyes, we face funding difficulties like never before in the public sector, we see safeguarding concerns being raised by our inspectorates and we have an outspoken Education Minister in Leighton Andrews who wants radical steps to be taken so that children and young people can enjoy the benefits of a first class education."

He continued, "In stepping forward on that crossroads, confident that the progress we are making with the Foundation Phase is equipping our children with the skills they need, we

have to be able to maintain continuity so that all secondary schools can work within the same commitment to children's rights.

"Inherent in that is a commitment to a whole school approach and listening and responding to the voices of children and young people. It is central to tackling their disengagement, it is central to understanding their emotional and social development needs and it is central in preparing young people to take on the responsibilities of adulthood."





Mr Towler acknowledged that there have been claims from some that more participation has led to the rise of inappropriate 'pupil power', or an increased workload: "There may be those who are thinking that my emphasis on pupil engagement is another task to be added to the many other tasks that you are being asked to undertake, such as raising standards and attainment levels. However I would stress that Estyn have identified pupil engagement and pupil voice must be central to effective teaching and learning. This way of working builds pupil confidence, boosts their self-esteem and skills and ultimately improves their educational attainment."

He added that schools would also benefit: "Schools that have successfully embraced the concept of

children reviewing the learning that occurs in their classrooms report that they have gained from the children's perspectives which have been different to those of adults. In one secondary school I was told that the children make the linkages between the curriculum areas and are able to feedback about the inconsistency in teaching approaches. This is being fed back to staff who are considering how they can make changes to ensure greater consistency. In one primary school pupils from across the age range were involved in reviewing the reward and behaviour system and again highlighted the inconsistencies. By working with teachers, school leaders and the governors, the children have helped devise a revised system which has had a positive impact in the school this year."

The Commissioner concluded, "It's a win-win situation; it does not cost the earth. But if we get this right, if we can hold on to the values we are setting, and we adults do that with confidence, we will provide a platform for our children and young people to thrive."

Hard copies of the Lecture are available on request from the Council; an mp3 recording of the Lecture may also be downloaded from the GTCW website: www.gtcw.org.uk

Upholding professional standards within the teaching profession

Hayden Llewellyn, Deputy Chief Executive, GTCW

GTCW is required by law to investigate and hear cases which involve allegations of unacceptable professional conduct, serious professional incompetence or where a teacher has committed a relevant criminal offence. This is an important role in maintaining the trust and confidence of parents, pupils and the general public in the teaching profession.

In any year, the number of registered teachers referred to GTCW by employers, the police or any individual complainant for investigation continues to be very small; in fact only around 40 to 50 out of 38,000 registered teachers. Provided below are details of some of the recent (anonymised) cases considered by GTCW, which have led to disciplinary orders.

Summary of recent cases heard:

Inappropriate relationship with a pupil

The registered teacher was dismissed from her school following alleged sexual relationships with two pupils over 20 years ago. She was a teacher at the same school at the time of the alleged conduct. The teacher admitted one of the allegations but denied the other.

The Professional Conduct Committee found one of the allegations proven and the other not proven. The Committee removed the teacher from the Register of Qualified Teachers by issuing a Prohibition Order.

Inappropriate handling of a pupil

The registered teacher was referred to the Council by his employer for the inappropriate handling of a pupil.

The Professional Conduct Committee found that the teacher's conduct was unacceptable, issuing the teacher with a one year suspension from the Register. In addition, the teacher was required to obtain written evidence from a registered medical practitioner that he is physically and mentally fit to return to teaching once the suspension period has expired.

Criminal conviction for the possession of cocaine

The registered teacher was dismissed from his school having been convicted by the police for the possession of cocaine.

In issuing a Reprimand to the registered teacher, the Professional Conduct Committee Chair stated that, "Teachers are expected to act as role models. They should behave lawfully both in the performance of their professional duties and in their personal life, upholding standards of behaviour expected of a registered teacher". However, it was also noted that the registered teacher admitted the offence which occurred in his own time, showed genuine insight into his failings and had undertaken drugs counselling at his own expense. He also had a number of supportive references and his previous professional track record was good.

Interested in forthcoming hearings or the results of recent cases? You can read about these using the link on the front page of our website: www.gtcw.org.uk

More teachers needed as Professional Standards Committee members

Each GTCW Professional Standards Committee contains a mix of registered teachers and lay members. It is essential that Committees include practising teachers as they will have a practical understanding of the conduct and practice expected from those who teach children.

We are currently seeking to recruit up to **10 additional registered teachers** to sit on the following Committees: Investigating Committee, Professional Conduct Committee, Professional Competence Committee and Suitability for Registration Committee.

If you are interested, please contact the Council for an information pack on **029 2046 0099**. Further information is also available at www.gtcw.org.uk. The closing date for applications is Friday 16th December 2011.

GTCW provides full annual training. We pay supply cover to your school for days when you are sitting on a Committee, as well as covering reasonable travel expenses.

Applications are encouraged from the whole of the registered teacher workforce, including headteachers, members of the senior management team, classroom teachers and peripatetic teachers.

Ready, Steady, Cook

Healthy eating is always in the news. Teaching Wales talked to Amy Bergiers, Year 4 teacher from Ysgol Gynradd Nantgaredig, about her involvement in an innovative project to develop knowledge about eating well and cooking skills.

Amy's background as a Microbiology graduate and a personal interest in cooking meant that she was keen to give pupils the opportunity to participate in cooking projects. Professionally, she found that such activities facilitate linkages across many areas of the curriculum, develop many key skills and encourage team work and safe cooking skills. But most of all, they are fun!

One of the most successful projects Amy and her pupils have been involved in is the Active Kids Cooking Challenge (AKCC) which is run by the British Nutrition Foundation (BNF).

'I think that eating healthily is key to a child's (and adult's) wellbeing and general health and attitude. Many cooking skills have been lost over the years and busy family life has forced people to depend on take away's and ready made meals. I just wanted to show the children that cooking was fun.'

Amy particularly liked the high-quality resources the BNF provided because they complemented schemes of work and inspired the children. They also targeted many cross-curricular areas and skill development across many key areas (literacy, numeracy, IT, problem solving, and thinking). The project also contributed to PSE, Healthy

Schools, Eco Schools, Science and Design Technology.

'Targeting such a vast range of skills in a fun, lively project was definitely worthwhile. The children had fun learning and exploring. They were also inspired by the fact that there was a 'competition' to aim for. They were also inspired by the Jamie Oliver link.'

Community involvement

Amy was keen to make the most of the agricultural location of the school and using local ingredients as far as possible was really important. Sustainability is a key theme of the cooking challenge. Beyond that, Amy has made a point of involving parents and businesses like local restaurants, fishermen and also the school cook.

Challenges

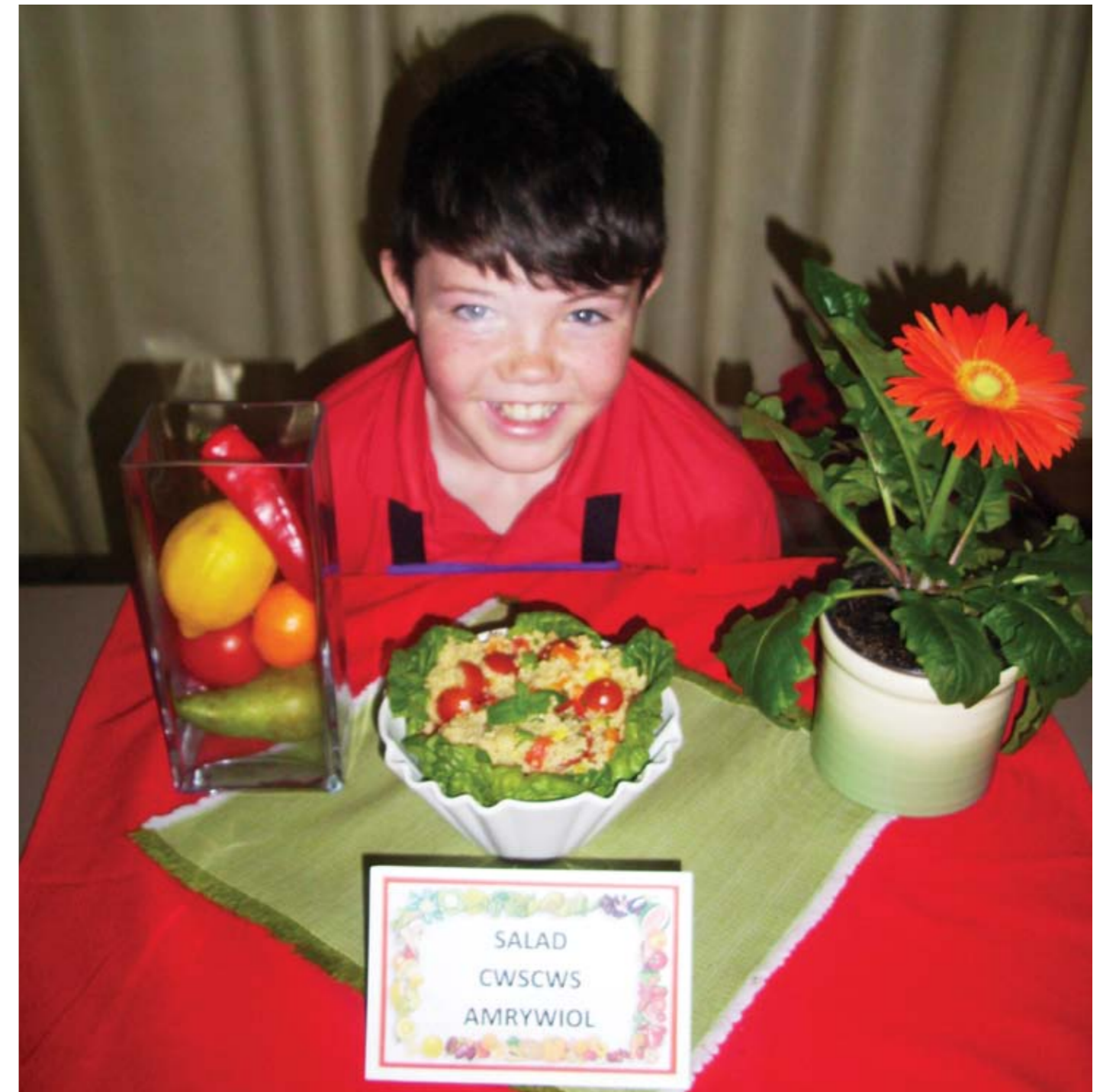
There were challenges, of course; collecting sufficient resources and equipment was problematic at first, while cooking in a classroom environment with up to 30 children, meant health and safety issues were also important. Initially Amy overcame this by giving up some of her PPA time to work with small groups from the class. This has now developed into a cooking club after school.

Another challenge; initially was that all the resources were in English. Luckily the Food Standards Agency have done some excellent work over the last year and responded to the need of Welsh teachers. They have started preparing high quality resources in Welsh to encourage skill development and to help children understand where food comes from in an interesting and engaging way.

Amy's commitment and that of her pupils meant that they won the Welsh primary school category of the Cooking Challenge in both 2009 and 2010. The children got to go to London where their creations were made and meet Jamie Oliver.

For her pupils, participating so successfully in such an exciting project has developed their skills and raised their enthusiasm. They have greater knowledge of where their food comes from, sustainability and the importance of using local ingredients (eg they have made elderflower wine, picked and used blackberries to make jam, and made venison and pork sausages). Each class has an allotment, the school keeps bees and Year 6 process the honey to sell in school; the school also has an orchard and keeps chickens.

For Amy personally and professionally, taking part in AKCC had its benefits, 'the competition kept my teaching and my interest in the subject fresh! There was always a new theme to the competition (Healthy Breakfast / A traditional meal with a twist...). It was easy to



incorporate the well-thought-out projects into our planning.'

'It was an amazing sense of achievement and so worthwhile seeing so many children taking part and enjoying the learning.'

Since her involvement, Amy has become a healthy schools assessor and a member of the BNF Welsh Education Committee. Both have furthered her professional

development and deepened her interest in and knowledge of the world of food, health and exercise and their benefits on children and adults alike.

Amy plans to build on her success and continue looking for fun and innovative ways to develop cooking and healthy eating skills, to encourage more children to enjoy cooking and using/preparing fresh ingredients and watch out, colleagues! She also wants to try and

encourage other members of staff to also enjoy the projects.

For more information, please go to:
www.nutrition.org.uk
www.nutrition.org.uk/aboutbnf/projects/active-kids-get-cooking
www.activekidsgetcooking.org.uk
<http://www.food.gov.uk/wales/>
www.foodfactoflife.org.uk

If you know of a project we should feature please e-mail teachingwales@gtcw.org.uk

Practice, Review and Development

The latest from the Welsh Government



Llywodraeth Cymru
Welsh Government

Improving Practice – Improving Outcomes

The Welsh Government, practitioners and stakeholders have worked together to develop the Practice, Review and Development Model – an integrated system of professional standards, continuing professional development (CPD) and performance management. Taken separately, each of these elements can bring about positive change in individuals or in individual schools. However, when combined and used in a logical and systematic way, these elements become a powerful means of improving practice to drive the school improvement agenda in Wales.

Below, we explore Practice, Review and Development and what it means for practitioners.

What is Practice, Review and Development?

Practice, Review and Development (PRD) describes what all effective education practitioners do:

- **Practice: they teach, lead and support learning;**
- **Review: they reflect critically upon their practice to ensure the actions they have taken meet intended outcomes and to identify priorities for further professional development;**

- **Development: they seek opportunities to increase and deepen their knowledge, understanding and skills in order to address development priorities and to continually improve their practice.**

What are practitioners expected to do?

As participants in the Practice, Review and Development process, all headteachers, teachers and support staff across Wales will be expected to collaborate with others to:

- **reflect regularly on their practice using nationally agreed descriptions of practice (standards);**
- **use these reflections to identify areas for further development and participate in professional development experiences relevant to the areas identified and based on evidence of best practice (CPD); and**
- **at least annually, formally record and make available evidence of their participation in this process (performance management).**

Practice, Review and Development is the link between the individual practitioner's self evaluation of their practice and the whole school process of self evaluation and improvement planning. Evidence shows that effective practitioners are the single most important factor in raising achievement in schools; a

robust national system, implemented consistently at school level, that promotes and sustains effective teaching and learning is therefore a crucial feature of the improvement agenda.

Which policies will change?

Professional Standards

The professional standards have been updated and refreshed. These are:

- **Higher Level Teaching Assistant (HLTA) Standards;**
- **Practising Teacher Standards (PTS) – these took effect from 1 September 2011, replacing the End of Induction Standards;**
- **Leadership Standards – these took effect from 1 September 2011, replacing the National Standards for Headteachers in Wales.**

Performance Management

The consultation on revisions to performance management for teachers and head teachers closed on 30 September. The new regulations will come into effect from 1 January 2012. The regulations will include transitional arrangements for teachers and headteachers to commence the new system at any point during 2012.

Induction and Early Professional Development (EPD)

From September 2011, funding for Induction and the first year of EPD has been linked to the national priorities of:



- **literacy;**
- **numeracy; and**
- **reducing the impact of poverty on attainment.**

and to the developmental priorities identified by the review of professional standards, performance management and professional development:

- **additional learning needs (ALN);**
- **behaviour management; and**
- **reflective practice.**

The Welsh Government will be consulting on changes to the induction programme in the spring term and new induction regulations will come into force in September 2012. The regulations will refocus the criteria of completing the induction year successfully on the quality of the experience rather than the amount of time completed by the NQT.

Masters in Educational Practice

From September 2012 NQTs serving their induction will be given the

opportunity complete a Masters in Educational Practice (MEP).

The MEP will be based in practice and will involve teachers taking part in action research rather than being a taught, theoretical and academic qualification. The qualification is less important than the experiences the teacher will undergo throughout the programme to enhance their “mastery” of teaching and learning. These will include working as a part of a Professional Learning Community (PLC) and periods of coaching and mentoring from a dedicated Masters’ tutor.

National Professional Qualification for Headship

The Welsh Government has introduced a new process for gaining the NPQH. A pilot of the revised arrangements commenced in March 2011 and will run until January 2012. The pilot is being evaluated on a continuing basis and lessons learned will be applied and incorporated into the national roll out in January 2012.

If you require more information on Practice, Review and Development you can email the PRD mail box at: practicereviewanddevelopment@wales.gsi.gov.uk

Regular updates will be available on the Welsh Government website and in the Dysg and the Pre-11 school newsletters. If you do not currently receive these newsletters and would like them to be sent to you, please email Rhys Davies at: rhys.davies4@wales.gsi.gov.uk

Beginning the relationship – GTCW and NQTs

Liz Brimble, Registration and Qualifications Manager

Each year GTCW welcomes just over 1,500 newly qualified teachers onto the Register. However, getting to the registration stage for these final year students requires the co-ordination of a number of events and deadlines by the GTCW registration team.

The team is conscious that students receive lots of information from many sources but benefit from having us as a general point of contact, so we work hard to make the transition from student to NQT as smooth as possible.

In December, each teacher training establishment in Wales gives us the details of every student who is due to gain Qualified Teacher Status (QTS) at the end of the academic year. With this data we create a unique record for each student and so our relationship begins.

There are many tasks to be undertaken before QTS can be awarded and the NQTs who wish to work in Wales can be registered. These include:

- **issuing every student teacher with their unique teacher reference number;**
- **obtaining and updating a secure contact address from each student;**

- **collecting the PGCE and BEd course results from each training provider in July and confirming the award of QTS to all successful students by 1st August;**
- **after the award of QTS, completing the registration process for those NQTs who have pending registration applications.**

However, crucial to the process are the visits the registration team make to each teacher training provider (sometimes two or three times), undertaking presentations to all final year students. The team then spend time with the students in order to take them through the registration process and requirements. As a result, we process approximately 1,250 student registration applications during May following the visits.

These face-to-face meetings are invaluable for building our relationship with students. We not only talk about our work as their professional body, but also help them with lots of queries such as how

QTS is awarded, registration related issues and the NQTs responsibilities in respect of the statutory induction period. They are also a time for informal discussion and individual advice for those students who may have personal issues such as a previous criminal record, delays in completing their placements or taking a break before commencing work.

In summary, during the last academic year, the registration team travelled more than 2,200 miles making 23 student presentations over 16 days at the teacher training providers. In addition, we issued over 1,600 QTS certificates on 1st August and processed over 1,400 applications for registration from NQTs (including some transferring from England) between May and Sept.

Building our relationship with NQTs in this way, we hope, allows them to value their professional association with GTCW and to appreciate that teaching is a “profession”.

Defining the future for professionalism

Gary Brace

Chief Executive, GTCW



A consultation on the future functions of GTCW is about to be launched by the Welsh Government. What is it all about? We answer your questions on these pages.

Why is there a consultation?

The Labour Party went into the Welsh General Election 2011 with a manifesto reference to a ‘review of the GTCW’. The decision to review was sparked by the decision of Michael Gove, the Education Secretary in England, to abolish the GTC England.

What will happen now?

The Welsh Government will launch a consultation in the new year 2012. We anticipate that the consultation will ask general questions. For example, it might want to know about the ‘how’ and ‘why’ of professionally-led regulation, ‘who’ might be regulated (for example, school teachers only as at present? Teaching assistants? FE teachers?) and the possible responsibilities of a professional body.

Any changes to the GTCW following the consultation will be made in the 2012-13 Assembly. Until then, there are no changes to the GTCW’s functions or responsibilities.

Why is professionally-led regulation important?

Nearly all professions have independent bodies which set their standards of conduct and practice and regulate entry into the profession e.g. doctors have a General Medical Council (GMC), nurses have a Nursing and Midwifery Council (NMC) Lawyers have a Solicitors’ Regulatory Authority. For teaching to have its

own professional body is one of the signs that it is a profession. It is also a signal from government that it recognises and respects teaching as a profession capable of acting in the public interest.

Some bodies, like the GTCW, also have an advisory function. The GTCW sees issues ‘through the lens of teaching’ and speaks independently and authoritatively on behalf of the teaching profession to government and others. GTCW advises on teaching matters and, amongst other things, has had a significant influence on government policy on teacher recruitment and retention, initial and on-going professional development and on other issues such as inspection. GTCW does not advise on pay or terms and conditions, which is a role of the teacher unions.

What should teachers argue for in the consultation?

1. Who should be registered with the GTCW?

No one would disagree that the teaching ‘workforce’ is remarkably different from when the Council was established in 2000. For every two qualified registered teachers in schools there is now one member of staff supporting teaching. The GTCW is of the firm view that all those involved in supporting the teaching process and in direct contact with pupils e.g. HLTAs, teaching assistants, should be registered with the GTCW.

(continued)

In the secondary phase, FE teachers are teaching in schools and some school pupils aged 14-19 attend FE colleges for certain courses. The GTCW also believes that for reasons of equity and professional status, FE teachers should be registered with the GTCW.

Expanding registration and all that goes with a professional regulatory body will help the professionalisation of these groups and, by so doing, further promote the status of teachers and teaching.

Separate registration arrangements would obviously need to be made to recognise the different qualifications and levels of training of FE teachers and school support staff. The GTCW would expect these responsibilities to be transferred over time.

Detailed position papers on FE teachers and on support staff can be found at www.gtcw.org.uk

2. What responsibilities should a professional body have?

Currently the GTCW has regulatory, advisory and certain operational functions but it could be given other responsibilities.

A mature profession would be trusted by government to be the guardian of professional standards. The GTCW could accredit courses of teacher training as being professionally appropriate. It could quality-assure CPD. It could have policy responsibilities in relation to teacher development rather than only administrative functions.

Other professions' bodies and the Teaching Councils in Scotland and Ireland have many of the above responsibilities.

Wouldn't GTCW have to change?

We recognise that if consultation supported the above and government chose to implement the

changes, the GTCW constitution and composition of Council would have to change e.g. by including FE and support staff.

However, it makes financial and organisational sense for new functions and groups to be added on to existing systems at the GTCW – such as the successful Register of Qualified Teachers – rather than creating a new register or a new organisation from scratch.

We don't think that an expansion of responsibilities and functions should result in a change of name, though. We have heard some argue that the GTCW should become a 'General Education Council'. This would mean an entirely different organisation advising on education policy, whereas the GTCW is a body representing the profession of teaching. A few years ago, the General Dental Council moved from registering only dentists to registering all dental professionals without a name change. There are similar examples of professional bodies with wider responsibilities e.g. the Care Council for Wales and Engineering Council.

What have the unions said?

The NUT, ATL, NAHT and ASCL issued a joint statement in summer 2010 supporting self-regulation in Wales and encouraging the government not to follow the route taken in England. Voice is also supportive of GTCW.

All unions jointly campaigned throughout the late 1980s and 1990's for a professional body culminating in the 1998 Act which established the GTCW.

What's happening in England?

With the abolition of GTCE in March 2012, the setting and ownership of professional standards and ethics will be removed from England's teaching profession. Instead, these defining

aspects of professionalism will be under the direct control of the government.

The Secretary of State in England will make decisions only on the most serious cases of professional misconduct by teachers and only if the cases are referred by employers. This will put school leaders in an invidious position.

Individual employers in England will make their own local decisions about a teacher's competence without recourse to a universal benchmark. This is potentially not fair, transparent or consistent for teachers. Neither does it ensure that pupils and their parents will have a universal entitlement to teachers of good standing and expertise.

England will be the only nation in the UK without a professional body for teaching.

What should I do?

If you believe in developing teacher professionalism in Wales, we strongly encourage you to respond to the Welsh Government consultation based on the above arguments. It is likely to be a web-based consultation and we will put links to it on our website.

Until 2000, teachers in Wales did not have a professional body. It was established by the Labour Government following a consultation in 1997 in which there was support for separate Councils for Wales and England.

Scotland has had a Teaching Council since 1966. Northern Ireland established its Council in 2002 and Ireland in 2004. Professional bodies for teaching are being established across the globe.

News

Easy as ABC...



In response to the new Welsh Government priorities, literacy is one of the core skills to focus on.

That's why it's more important than ever before to make sure that pupils' reading and writing skills are challenged and developed across the whole curriculum.

Estyn

From the Foundation Phase to key stage 5, Estyn's newly published strategy and guidance for inspecting

literacy for pupils aged 3 to 18 years sets out exactly how schools should be developing literacy skills across the curriculum.

Highlighting good practice, techniques to meet the needs of all learners, effective leadership and management of literacy and much more, the strategy is important for all teachers, literacy co-ordinators

and senior leaders. Estyn strongly encourages schools to download and read the strategy and guidance at: <http://www.estyn.gov.uk/english/Inspectors/overview/>

For practical advice and case studies on how some individual schools in Wales have raised standards in literacy, visit the best practice section of Estyn's website.

Headteacher Meetings

Angela Jardine, GTCW Chair and Gary Brace, Chief Executive, are continuing GTCW's commitment to developing strong links and dialogue with headteachers throughout Wales. After a successful round of discussions on leadership earlier this year, the theme of the current discussions is regulating the wider school workforce and Further Education.

HMRC Update

HMRC have launched a new campaign that might be of interest to private tutors and coaches. Read more here: www.hmrc.gov.uk

GTCW College Visits

Establishment Name	Course	Visit Date(s)
Cardiff Metropolitan University	PGCE Secondary & BA Secondary (Drama)	Monday 23rd April 2012
Cardiff Metropolitan University	PGCE Primary	Friday 27th April 2012
Glyndŵr University	BA (Hons) Primary	Wednesday 2nd May 2012
Swansea Metropolitan University	PGCE Secondary	Friday 8th June 2012
Swansea Metropolitan University	PGCE Primary	Thursday 21st June 2012
Bangor University	PGCE Primary, BA & BSc	Wednesday 15th February 2012 (presentation & registration) Thursday 16th February 2012 (am only - registration mop up)
Bangor University	PGCE Secondary	Monday 18th June 2012 (presentation & registration) Tuesday 19th June 2012 (am only - registration mop up)
University of Wales, Newport	All Final Year Students	Wednesday 6th June 2012
University of Wales Trinity Saint David	BA Primary	Friday 4th May 2012
Aberystwyth University	PGCE Secondary	Monday 25th June 2012 (presentation & registration) Tuesday 26th June 2012 (am only - registration mop up)

iiP Standard Maintained

Following a review, GTCW is pleased to announce that we have retained our Investors in People status.



INVESTOR IN PEOPLE

Your Registration

You can view and update your record on the Register of Qualified Teachers online at www.gtcw.org.uk. Note, your employer is entitled to see a subset of your record, therefore it is important it is accurate.

If you have any queries regarding your GTCW registration or would like a hard copy of your record, contact the Registration team on 029 2046 0099 or e-mail: registration@gtcw.org.uk

Induction and Early Professional Development Funding

Teachers in the first three years of their careers are reminded that Welsh Government funding is provided for their Induction and Early Professional Development. Further details are available from the Induction and EPD Funding team on 029 2046 0099, inductionandepd@gtcw.org.uk or at www.gtcw.org.uk

Follow us on 

The number of teachers and other people interested in knowing what's happening at GTCW is increasing by the day. Follow us at [@gtcwales](https://twitter.com/gtcwales)

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Fax: 029 2047 5850

E-mail: information@gtcw.org.uk

Web: www.gtcw.org.uk

Contact us: