

TEACHING WALES



Cyngor Addysgu Cyffredinol Cymru
General Teaching Council for Wales

THE JOURNAL OF THE GENERAL TEACHING COUNCIL FOR WALES



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INTRODUCTION



Dear colleague,

The brown envelope landing on the headteacher's desk announcing a forthcoming school inspection has all too frequently resulted in staff paranoia and a domination of school life by the impending event. That is why we welcome the intention of Estyn, under new Chief Inspector Bill Maxwell, to review the future inspection arrangements. In anticipation of the Estyn review and consultation, Council has developed a significant policy position, setting out what it would like to see as the key features of a new inspection or 'service review' system. On page 8 Mal Davies, Chairperson of Council and a serving secondary headteacher, summarises the Council's desired position. I commend it to you.

On a less positive note, it is very regrettable that the Welsh Assembly Government has not been able to find some extra funding this year to supplement the CPD Funding Programme that the Council administers on its behalf.

So successful has the programme been, that the £3m budget was fully allocated to applicants by early October. Of course, we acknowledge that this is a most difficult time financially for the Assembly education budget overall, and a difficult financial settlement for the Assembly at large, but it is disappointing that a sum of about £500,000, which would have allowed the programme to continue to the end of the financial year, could not be found. We will be taking a hard look at the individually focused CPD funding programme over the coming months and will let all registered teachers know what changes will be made for the next funding year.

Thankfully, the entitlement to Induction and Early Professional Development funding support for teachers in the first three years of their careers remains unaffected by the budgetary issue facing the CPD programme. Although a good few

months into your first year, I extend a warm welcome to all NQTs, for whom this will be their first edition of Teaching Wales. Please take time to read the article on pages 4 and 5 about the experience of other teachers early in their careers.

I hope you will find this issue of interest and particularly highlight the article on teaching, pedagogy and professionalism by Andrew Pollard (page 10) and the information about the new web facility enabling you to access your record online (page 13).

Best wishes,

Gary Brace
Chief Executive

A PROBLEM SHARED IS A PROBLEM SOLVED

Teachers from across Swansea have been working over the last year to research new teaching ideas to share with fellow professionals in the region.

Swansea LEA and Swansea Metropolitan University ran a successful conference in July, funded jointly with GTCW, to help primary and junior teachers from across the Swansea area to share best practice teaching methods and to explore new teaching ideas.

Throughout the year, teachers participating in the 'Leading the Learning' initiative led by the LEA and University have each undertaken a research project where they identified a teaching problem within their own class and trialled a proposed solution.

The dissemination conference saw each of the teachers present their research and solution to the rest of the group. A wide variety of ideas were discussed, including the benefits of teaching computer keyboard skills, the use of Thinking Actively in a Social Context (TASC) methodology to improve problem solving skills and helping develop emotional intelligence to try and solve peer conflict and group working problems.

Victoria Thomas has been teaching for five years and identified the problem of speaking and listening amongst her Early Years class at Pennard Primary. She felt that the children were not listening to each other and when they did speak, they did not always ask questions relevant to the conversation.



Victoria's solution to the problem was the introduction of a 'hot seat', where children would sit and adopt the persona of a story book character. The other children would then ask them questions and the child in the hot seat would try and answer the questions in character.

Regular use of the hot seat saw children develop their self-confidence and self-esteem when speaking in front of others, develop the ability to listen and empathise with the character, and also to take turns when speaking.

Victoria was put forward by her school to participate on the course and said, "Having the opportunity to meet other teachers has been great. Hearing other teachers' ideas and experiences has been really helpful and I feel really motivated by the experience."

Dr. Sue Lyle, Head of Continuing Professional Development at the Swansea Metropolitan University School of Education, who organised the dissemination event, said, "I firmly believe this is one of the best dissemination schemes in Wales and is proven by the quality of research and ideas that have been presented by the teachers. I feel privileged to have had the opportunity to work with such a creative group of practitioners."

Hayden Llewellyn, Deputy Chief Executive for the GTCW, said, "This event is an excellent example of the benefits that can be gained from sharing individual continuing professional development experiences. Instead of having isolated pockets of good practice, these sessions can help extend knowledge and experience to benefit a wider group of teaching professionals and ensure as many teachers as possible benefit from individual training."

TEAM WORK LEADS TO SUCCESS FOR NEW TEACHERS AT YSGOL CEDEWAIN

A year ago **Gill Sandilands**, Deputy Headteacher at Ysgol Cedewain in Powys, took up the role of mentor for all newly qualified teachers in the school. This has turned out to be a role which she clearly relishes.

All new teachers in Wales receive a supported start to their teaching career, through funding administered by the General Teaching Council for Wales (GTCW) on behalf of the Welsh Assembly Government. A statutory induction year attracts funding of £3,700 per teacher and a further entitlement of £1,000 per year for a teacher's Early Professional Development (EPD) in years 2 and 3.

Induction

Induction provides a bridge from teacher training into effective professional practice by providing newly qualified teachers with a programme of targeted support. During their induction period newly qualified teachers have a 90% teaching timetable as well as having the support of a trained induction tutor who they meet on a regular basis.

Gill said, "I arranged an afternoon a week when the teachers in their NQT year could have time out of the classroom. This was invaluable for them to discuss all aspects of their first year in teaching".

Emily Morrell and Claire Jones both completed their Induction year at the

school at the end of last term. As part of her Induction, Emily undertook the Incredible Years programme run by the LEA. She said, "It gave me a welcome reflective space away from the intensity of school life and it highlighted the importance of praise and rewarding children in specific ways. The sessions were very collaborative and we were able to express our ideas and also discuss problems in a confidential and constructive context. I prepared several behaviour plans for specific children in my classroom and being able to focus on children like this has been invaluable. I found this very helpful because of the specific needs of the children I teach. Problem solving and discussion with other teachers is, in my opinion a highly effective method of learning how to tackle potentially stressful classroom situations."

Like her colleague, Claire also enjoyed her Induction year, saying, "The induction year is a fantastic opportunity to develop knowledge, skills and understanding. It provided opportunities to develop my teaching and the support throughout is invaluable as you embark on your first year in the classroom. The school has

been very supportive. My mentor has offered good advice and support and has always been available if I have any queries or questions."

Early Professional Development (EPD)

Two teachers at the school have recently completed year two of their EPD with Gill again acting as mentor. Gill found the process of mentoring EPD teachers very different compared with the NQTs, as she explains: "Having the opportunity to sit down and discuss teachers' future development really gives focus as to how they perceive their strengths and weaknesses and the direction in which they would like their career to develop."

Sarah Harbour used her EPD funding to attend training courses to expand her subject knowledge and to develop behaviour management skills. "Attending these courses has improved the quality of my teaching along with my confidence as a practitioner, broadening my pedagogical skills and encouraging me to reflect on my own classroom practice. Having the EPD funding available has been of great benefit to me as an individual and has increased



Claire Jones
with her class

the contribution I make to my school. It has also improved my focus and understanding of career development and I have been able to identify a specific area of interest (visually impaired) which I hope to pursue in the future."

Vicky Thomas is coming to the end of her second year of EPD and used her funding to help her to improve her classroom management, attending a course designed to improve childrens' behaviour. She explains, "I went on an excellent behavioural management course based on the strategies and methods of Carolyn Webster Stratton. This has directly influenced the way I manage my classroom and I feel all new teachers

would benefit from this training. My approach to behaviour management and confidence in dealing with challenging behaviour and difficult situations has improved greatly. I think training is hugely important and money that has been dedicated to making us better practitioners is welcomed. The children I teach have directly benefited from training I have received through the EPD funding."

Checklist for teachers / schools

You / your school needs to:

Induction

- Submit NQT Induction record form to GTCW on or before commencement of your Induction;
- At the end of each term, submit Induction Assessment Record to your LEA;
- Once LEA confirms to us that you have completed a term of Induction, we will remit funding to your school (termly and retrospectively).

EPD

- Submit EPD Planning Record Form to GTCW on or before commencement of your first and second years of EPD;
- At the end of each EPD year, submit EPD Evaluation Form to us;
- On checking your EPD Evaluation Form, we will remit EPD funding to your school (yearly and retrospectively);
- Contact us at any time to amend your EPD Plan.

Late submission of paperwork to GTCW or your LEA will mean funding will be lost.

Contact the Induction & EPD Funding team on: **029 2055 0350** or induction&epd@gtcw.org.uk

CHARTERED TEACHER PILOTS – PROGRESS SO FAR

Pilots of a Chartered Teacher programme in Wales are now well progressed. In fact, five pilot modules have now been completed, involving over 60 teachers from across Wales. Details are as follows.

Module title	Provider	Number of teachers completing the pilot
Talk for Thought	Swansea Metropolitan University	13
	Glyndŵr University	13
Improving Practice Through Action Research	UWIC	9
Education for All	University of Wales, Newport	9
Self Evaluation and Reflection	South West and Mid Wales Consortium (SWAMWAC)	11
Evaluation and Self Reflection	Cardiff University	9

Five further pilots have either just commenced or are about to do so. These are:

Module title	Provider	Commencement date
Learning, Teaching and Assessment	Swansea Metropolitan University and ESIS	September 2008
The pedagogical application of ICT in learning and teaching	University of Glamorgan, CELT, ESIS	September 2008
Language and Methodology, Welsh as a Second Language	University of Wales, Bangor and collaborating LEA partners	September 2008
Learning, Teaching and Assessment	Cardiff University	October 2008
Leading the Learning	South West and Mid Wales Consortium (SWAMWAC)	November 2008

The Council is also piloting a possible accreditation or portfolio route to Chartered Teacher. As part of this aspect of the pilot, the eight participant teachers convened with their advisors Professor Ken Jones from Swansea Metropolitan University and Phil Bassett from Glyndŵr University, Wrexham, in February 2008. This pilot is due to finish in March 2009.

Evaluation of the Pilots

The Institute of Applied Educational Research at UWIC has been awarded the contract for the independent evaluation of the Chartered Teacher pilot. The team is due to report its findings towards the end of the summer 2009 school term.

Chartered Teacher – Overview

In 2003, the Welsh Assembly Government invited GTCW to take the lead, working with other partners, in developing a Professional Development Framework for teachers in Wales.

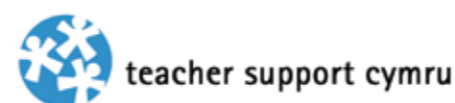
As part of this work, GTCW advised the Assembly in July 2005 that there was a need for a national programme of structured professional development in Wales aimed at highly skilled classroom practitioners and middle leaders. This programme should be fully funded and offer professional and academic recognition.

The Minister accepted the Council's advice and invited it to set out details proposals for a Chartered Teacher programme. The Council did this in July 2006, with the proposals receiving cross-party Assembly support. Furthermore, the Assembly asked GTCW to pilot a Chartered Teacher programme.

To find out more, please contact Maria Boex on 029 2055 0350, email: maria.boex@gtcw.org.uk or visit the website at www.gtcw.org.uk

TEACHER SUPPORT CYMRU CONTINUES ITS SUPPORT IN SCHOOLS

By Rhia Stankovic-Jones, Communications and Fundraising Manager, Teacher Support Cymru.



Every year Teacher Support Cymru (TSC) helps Welsh teachers by providing free services that range from practical and emotional support via one-to-one email coaching to confidential, solution-focused telephone counselling.

Experienced and professionally-accredited counsellors and coaches provide specialist support and have a real understanding of the education and politics in Wales.

Teacher Support Cymru offers many services without charge, including TSC Direct, a regular e-newsletter dedicated to teacher health and wellbeing. This will keep you up-to-date with the latest developments in press and policy that affect the teaching profession, as well as information and ideas to boost your health and wellbeing. To sign up for TSC direct, just visit the website at www.teachersupport.info

The charity also offers news, up-to-date guides and factsheets on a diverse range of issues including stress management, workplace bullying and continuous personal development.

As part of TSC's continued support to schools, this autumn term will see the introduction of a series of new workshops. Their aim is to help participants learn how to assess the ways in which they manage their own workload and also how they may be able to offer help and advice to their colleagues. The workshops will also explore ways in which the school they work in can help to manage their workload. The workshops will be available to all schools in Wales and can be tailored to the needs of the school. A donation of £150 will allow a member of TSC to provide the workshop and supply support materials for all staff involved. The workshops can be run on staff inset, twilight sessions or just simply at staff meetings.

2008 has been a busy year for TSC, with the top issues for Welsh teachers being grants, loans and money.

Hundreds of teachers in Wales have already contacted TSC for information, support and counselling services via the free helpline (08000 855 088) on not only money related issues but also health, wellbeing, child care and career advice.

Teacher Support Cymru is the only charity in Wales dedicated to supporting the teaching profession and recognises that teachers are the most important resource in education.

Teacher Support Cymru is part of the Teacher Support Network, the national, independent charity providing free support services to teachers.

To access Teacher Support Cymru Online, visit www.teachersupport.info

TSC (registered charity number: 1100771) relies on voluntary donations in order to provide its free services. If you would like to offer support please visit www.teachersupport.info or call 01443 827600.

For more information please contact Rhia Stankovic-Jones on 01443 827686.

INFLUENCING THE INSPECTORS

GTCW Chairperson Mal Davies introduces the Council's call for a fundamental change in school inspection arrangements.



Inspections and inspectors loom large in the professional and sometimes even the personal lives of teachers in Wales. Teachers across Wales have always been keen to share their experiences of and views on inspection with Council members and officers when the opportunity arises. Now, to coincide with Estyn's own review and consultation on future inspection arrangements, I am pleased to present the GTCW position on inspection. I am sure that many in our profession will echo the GTCW's considered position on future arrangements which has been developed by a specially convened working group.

The Council's position on inspections has been developed around the ethos of maximising the positive impact of the review process while minimising the intrusion that current inspection system brings into the whole school. Whilst the Council accepts the need for inspection in order to maintain integrity, confidence and standards, we believe that there is a much better way of achieving this. At present, the inspection system too often puts undue stress and increased workloads on teachers while at the same time providing few benefits to teachers, schools or individual pupils.

The GTCW recommends moving away from a 'snapshot' inspection of a school once every six years to an ongoing review of the whole education service, encompassing not only schools and LEAs, but also the Welsh Assembly Government.

Whilst the existing inspection process has made a contribution to raising standards, it is important now to focus on the systemic barriers to improvement rather than on individual institutions in isolation.



The policy position developed by the Council has seven key themes to inform the development of future inspection arrangements in Wales as part of a wider process of capacity building for continued improvement:

- a move away from the term 'inspection' to a model of 'service review';
- a whole system approach to review by Estyn in considering the roles and responsibilities of the Welsh Assembly Government, LEAs and schools;
- the increased use of robust self-evaluation outcomes to inform the need for 'light-touch' or more comprehensive reviews;
- the replacement of contracted private inspection teams with HMI-led teams of released current teachers;
- the need to support capacity building for improvement within and between schools and other providers, and to ensure that LEAs are 'fit for purpose' to provide support and are publicly accountable for their provision;
- the expectation that there would be reduced bureaucratic demands in preparing for notified inspections and associated post-inspection actions;
- ending the public labelling of under-performing schools as 'giving cause for concern' as this is often unhelpful in terms of building and retaining a school's capacity to improve, and, instead, using the term 'schools in need of enhanced support'.

Many of the Council's proposals would have a long lead time if implemented but there are areas where changes could be made sooner, such as:

- the use of statistical data for school performance over a three year rolling-average rather than a specific year's data;
- the use of existing socio-economic contextual data (such as the Welsh Index of Multiple Deprivation) to assess relative performance of schools based on their catchments;
- a re-evaluation of programmes to encourage engagement and paid release by Estyn of peer assessors to take on a greater role within the inspection process;
- a review of risk-criteria informing 'short inspections', to minimise the inspection burden upon high-performing schools and associated notification period reduction;
- simultaneous (or close proximity) inspection of families or clusters of schools to assess local capacity for improvement;
- decoupling of gradings linked to Key Question 1 & 2 outcomes;
- the need for self-evaluation by (and associated inspection of) the Welsh Assembly Government to provide strategic pedagogical leadership and be publicly accountable for this role;
- a revised approach to describing schools in need of support for improvement.

The GTCW welcomes Estyn's stated intention to review the school inspection arrangements by 2010. It has met the new Chief Inspector, Dr Bill Maxwell, and talked him through the Council's position. Council will play a full part in Estyn's meetings with stakeholders and in its consultation process.

You can read more about the GTCW's proposals on future school inspection arrangements at www.gtcw.org.uk/policyposition/futureinspectionarrangements.pdf

TEACHING, PROFESSIONALISM AND PEDAGOGY

by Andrew Pollard,
Director, TLRP



The expertise of teachers in making subtle and complex judgements about teaching and learning and in managing large groups of children is not very well understood in our societies. And maybe we are not too good at explaining it either? One consequence is that teachers may not get the credit and respect they deserve. Another is that governments can sometimes introduce new policies and practices with inadequate consultation.

Indeed, both media and politicians are susceptible to reaching for simple 'solutions' which fail to recognise the nature and range of the educational issues which teachers routinely consider. In this, they are sometimes encouraged by researchers offering to pinpoint "what works" so that these methods can be disseminated to teachers for classroom application.

These are impoverished positions for two major reasons. First, the reality is that, however much we may know about effective teaching and learning, implementation is always mediated by teacher judgement. There are no magic bullets. Second, education has moral purposes and consequences, so that teaching is never simply a technical activity. As a consequence, judgements about appropriateness must always be made.

The essence of teacher professionalism might therefore be viewed as: 'the exercise of skills, knowledge and judgement about teaching, learning and education for the public good'.

But how can such a position be developed, promoted and defended so that the profession can be better understood? My view is that we

need to start by reasserting the role of pedagogy and teacher expertise. Indeed, a challenging chain of argument starts from a definition of what we mean by 'pedagogy':

- Pedagogy is the practice of teaching as informed by a structured body of knowledge and combined with moral purpose.
- By progressively acquiring such knowledge and mastering pedagogical expertise – through initial formation, continuing development and reflective experience – teachers are entitled to be treated as professionals.
- Teachers should scrutinise and evaluate their practice to make rationally defensible professional judgements beyond pragmatic constraints and/or ideological concerns.

Put another way, this line of reasoning suggests the various forms of reflective practice, classroom-based research and other forms of professional enquiry are essential to the improvement of teachers' own understanding and, in turn, to public perception and respect for the activity

of teaching. We have to establish ourselves as an 'evidence-informed profession'.

The resources contained in my handbook on Reflective Teaching, for which a new edition was published this year, are all about activities of this sort and will support enquiry on a very wide range of topics from classroom behaviour to curriculum planning and from pupil consultation to home-school relationships. Of course, such detailed work cannot happen all the time but the use of occasional, but explicit, classroom enquiries has been found to be extremely effective in providing reflective learning experiences. When planning a classroom study, whether a teacher or researcher, we are faced by three decisions:

1. Which facet of classroom life should be investigated and why?
2. What evidence to collect and how?
3. How should the findings be analysed, interpreted and applied?

But teachers don't need to tackle these challenges in isolation for it has been found to be much more effective, if possible, to work as a group of colleagues working on a shared topic.

Additionally, outputs from organisations such as the Teaching and Learning Research Programme (TLRP) have been explicitly designed to support teachers in developing the quality of evidence-informed judgements. For example, evidence from twenty-two TLRP school projects led to the production of a set of 'principles for effective teaching and learning' (see opposite column). This was sent out in poster form to all UK schools, and can be downloaded from www.tlrp.org/findings

Building on experience as well as evidence, these principles seem to apply across the board and provide a yardstick for reflection and analysis. The suggestion then is that successful policy implementation and sustainable improvement are best achieved through the expert judgement of skilled and knowledgeable professionals – and TLRP's contention is that such judgements are best informed by educational principles, rather than by decontextualised prescription. Teachers are key mediators and must use judgements about circumstances, contexts, pupils, objectives and teaching approaches, bearing in mind appropriate values, goals and educational principles.

1. Effective pedagogy equips learners for life in its broadest sense.
2. Effective pedagogy engages with valued forms of knowledge.
3. Effective pedagogy recognises the importance of prior experience and learning.
4. Effective pedagogy requires learning to be scaffolded.
5. Effective pedagogy needs assessment to be congruent with learning.
6. Effective pedagogy promotes the active engagement of the learner.
7. Effective pedagogy fosters both individual and social processes and outcomes.
8. Effective pedagogy recognises the significance of informal learning.
9. Effective pedagogy depends on the learning of all those who support the learning of others.
10. Effective pedagogy demands consistent policy frameworks with support for learning as their primary focus.

If we can focus on this, and on processes for the continuous improvement of understanding and judgement, then the status and respect of the profession will grow. Nor should we ever forget that teaching continues to present wonderful opportunities for making a difference to the life of every child who comes through the classroom door. Today we have the evidence and the tools at our disposal to help children become skilled and enthusiastic lifelong learners, and to grow and learn themselves throughout their own lives and careers. As they develop, so should we.

The TLRP commentary on improving teaching and learning can be downloaded from <http://www.tlrp.org/pub/commentaries.html>, as can other Commentaries on topics such as science education.



The TLRP is the UK's biggest-ever education research programme and many of its projects are concerned with schools. For further information, please visit www.tlrp.org

GTCW ANNUAL REPORT 2007-08

In October 2008, the General Teaching Council for Wales published its Annual Report for 2007-08. Below is an extract from the Report's Executive Summary; to read the full Report, please visit our website at www.gtcw.org.uk or call 029 2055 0350 to request a hard copy.



GTCW is proud to highlight the following key successes during the year:

Objective 1:
To maintain and promote the highest standards of professional conduct and practice

- Registered the highest-ever number of teachers - over 38,900
- Completed and published analysis of classroom teachers' qualifications and their subjects taught
- Maintaining high standards through hearing over twenty professional standards cases

Objective 2:
To provide an independent, representative and authoritative voice for the profession on teaching issues

- Beginning the development of coherent and constructive positions on school inspection arrangements, on professional self-regulation in Further Education and on the accreditation of initial teacher education and training courses
- Continuing to engage the profession in consultations and advice development

Objective 3:
To develop a culture of professional development amongst teachers

- Supporting new teachers in their first 3 years of teaching through successfully administering an Induction & EPD funding programme
- Successfully launching the first phase of the Chartered Teacher Programme pilot
- Supporting over 5,800 teachers to improve their professional practice
- Increasing the reach of teachers' continuing professional development by jointly arranging dissemination events with ten local education authorities and other bodies

■ Submitting the final stages of major advice to the Minister on a Professional Development Framework

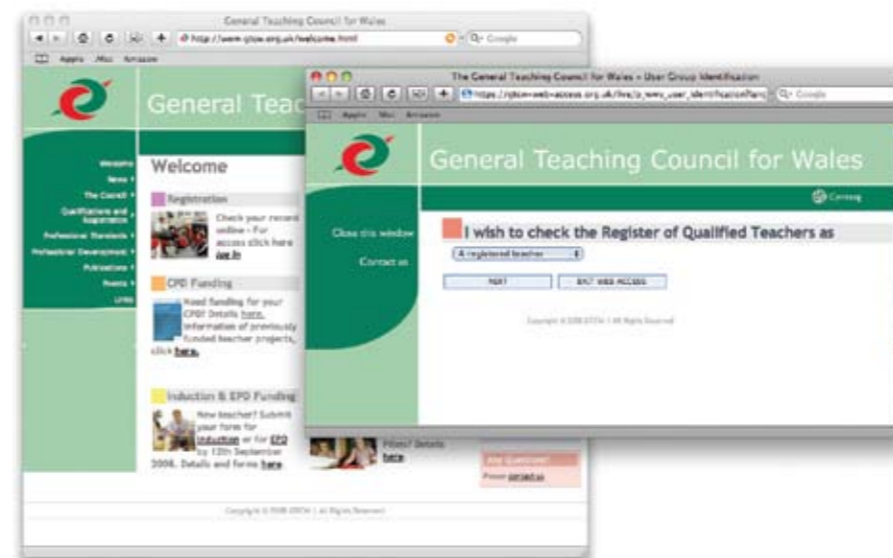
Objective 4:
To communicate the positive contribution of the teaching profession to society

- Gaining more than £400,000 worth of press and media coverage for teachers and teaching to help raise the status of teachers in society

Objective 5:
To provide efficient, effective and robust finance, personnel and administrative systems that support the delivery of the Council's objectives

- Receiving an unqualified certificate on the financial statements from the Wales Audit Office
- Retaining the Investors in People standard for a third time
- Adopting a new Disability Equality Scheme
- Successfully conducting elections for Council members

CHECK YOUR REGISTERED TEACHER RECORD ONLINE



Teachers can now view their Registered Teacher Record online. Visit www.gtcw.org.uk and click log-in to register.

STOP PRESS

Many congratulations to Natalie Richards of Bishop Gore Comprehensive School, who won the 2008 SSAT Award for Outstanding New Teacher of the Year at the National Teaching Awards on 19 October. Previously a roadie for pop band Catatonia, Natalie is only in her third year of teaching but has already won huge respect from students and fellow teachers. Well done Natalie!

We hold your information:

- **Personal details**
Home address, phone number and date of birth
- **Registration details**
Registration status, payment method and date of QTS
- **Employment details**
School name, education authority and subjects taught
- **Degree qualifications**
Year of award, degree qualification and degree subject
- **Initial teacher education and training**
Year of award, ITET qualification and degree subject
- **Induction details**
Result, awarding body and completion date
- **Professional development**
Threshold, NPQH and PHIPP

The Council recognises that using the internet has become an integral part of everyday life for many busy people.

We are pleased to launch a new facility which allows you to view your record securely online, providing you with the opportunity to check and amend your details where appropriate.

It couldn't be simpler – view your record online, 24 hours a day, seven days a week.

The Council's Register is a unique source of data on the composition of the teaching profession in Wales. Help us to provide the most accurate data by keeping your record as up to date as possible.

For any assistance in using this new facility or any queries regarding registration with the Council, please contact the Registration Team on 029 2055 0350 or e-mail: registration@gtcw.org.uk

WALES EDUCATION LECTURE 2008



This year's Wales Education Lecture will be held on the evening of Monday 10 November at the National Museum, Cardiff. The Lecture, entitled

'Schools in the community: hubs of change', will be delivered by Baroness Shirley Williams.

A report on the Lecture will be included in the next edition of Teaching Wales.

CPD FUNDING PROGRAMME

Due to the huge uptake and enthusiasm from teachers this year, all the £3 million Welsh Assembly Government professional development funding programme has already been allocated to teachers by GTCW.

The Council will, therefore, not be able to accept any additional applications for funding this year. This applies to all new applications for funding

(proposals that have already been approved by GTCW are unaffected).

This year, over 3,700 individual teachers will benefit from individual grants, and another 850 are involved in professional networks and group bursaries. In the light of increased demand, finite resources and the current financial climate, the Assembly Government is unable to

make extra funding available during the year to provide additional support for the CPD programme.

Early in 2009, GTCW will distribute to all registered teachers revised information about the funding opportunities for the financial year commencing April 2009. Information will also be available on the GTCW website: www.gtcw.org.uk

A GTCW SPEAKER AT YOUR SCHOOL, EVENT OR MEETING

A number of schools have taken up this offer. Recent visits have included Caldicot Comprehensive (Monmouthshire), Tonyrefail Comprehensive (RCT), St Cyres School (Vale of Glamorgan) and Crickhowell High School (Powys).

We are happy to tailor the talk to your needs, for example, to discuss CPD,

entitlement to Induction / EPD funding, the Council's professional standards casework, or teacher registration.

Interested?

Please contact Hayden Llewellyn on **029 2055 0350** or email hayden.llewellyn@gtcw.org.uk

Council meetings 2008-2009

Friday 6 February 2009
The Hill Education & Conference Centre, Abergavenny

Tuesday 28 April 2009
Gregynog, Newtown

Thursday 9 July 2009
Ruthin Castle, Ruthin

Council meetings are open to teachers and the general public. If you would like to attend, or if you would like to receive copies of the agenda or the minutes of previous Council meetings, please call **029 2055 0350**.

Latest publications

- Annual Report 2007-08 (October 2008)



CONTACT US:

General Teaching Council for Wales
4th Floor
Southgate House
Wood Street
Cardiff
CF10 1EW

Tel: 029 2055 0350
Fax: 029 2055 0360

E-mail: information@gtcw.org.uk
www.gtcw.org.uk