Llywodraeth Cymru
Welsh Government

Professional standards for teaching and leadership

Welcome to these pages which will help guide you through the new professional standards for teaching and leadership for school teachers and leaders in Wales. From 1 September 2017 they will be used by newly qualified teachers commencing induction, and from 1 September 2018 they will be used by all practising teachers and school leaders in Wales.

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Making best use of this interactive PDF

You will need a mouse or pointer to click on features which allow you to choose how to navigate the pages.

The standards section is intended to be interactive - click on titles and symbols in the main pages to explore the standards in your own way.

Clicking on each of the 5 standards will take you to a breakdown of elements within each standard.

Clicking on the element headings will take you to the descriptors for that element.

Pages with a **yellow tab** relate to the teaching descriptors. TEACHING

Pages with a **coral tab** relate to descriptors for formal leadership roles. FORMAL LEADERSHIP

Clicking on icons in the bottom right corner of pages will allow you to return to earlier pages, or navigate between each of the five standards.

The descriptor pages have an icon which will take you back to the element breakdown of that standard, where you will also find links to enable you to move between the teaching descriptors and the descriptors for formal leadership, or to the 'What do the 5 standards say?' page.

The home icon will take you back to the contents page.

A new model for professional standards

After working extensively with teachers across Wales, we have five new professional standards for teaching and leadership with an overarching set of values and dispositions which should drive everyone who works with learners. The standards concentrate on the essential elements of every teacher's work – pedagogy, collaboration, leadership, innovation and professional learning – and will help underpin the development of the teaching profession as it leads the transformation of our education system in Wales. The new standards have been developed with the profession, for the profession, to be relevant to every teacher's day-to-day work.

Each standard is divided into elements with descriptors that exemplify how the standards could apply to a teacher's work depending on where that teacher is in terms of their role and career.

The lower **descriptors for teaching** describe expectations that should be met for the **award of QTS** and the successful **completion of statutory induction**.

The upper descriptors exemplify **sustained highly effective practice** and provide a focus for **career-long professional learning**.

The lower **descriptors for formal leadership** show the expectations of a formal leadership role and the upper descriptors exemplify **highly effective practice in a formal leadership role**.

Who will use them and when?

If you are an NQT starting induction on or after 1 September 2017, you will use the professional standards for teaching and leadership and their descriptors to complete your induction. If you are an NQT who began your induction prior to this date, you will continue your induction using the **practising teacher standards** (i.e. the standards you began your induction with). You can view the full induction guidance **here**

If you are a serving teacher or school leader, you can move to the teaching standards and/or the formal leadership standards during the course of 2017/18. All practising teachers and formal leaders will use the new standards by 1 September 2018.

How should the standards be used?

NQTs are required to evidence that they meet all of the lower descriptors (induction level) for teaching within the five standards in order to complete their induction.

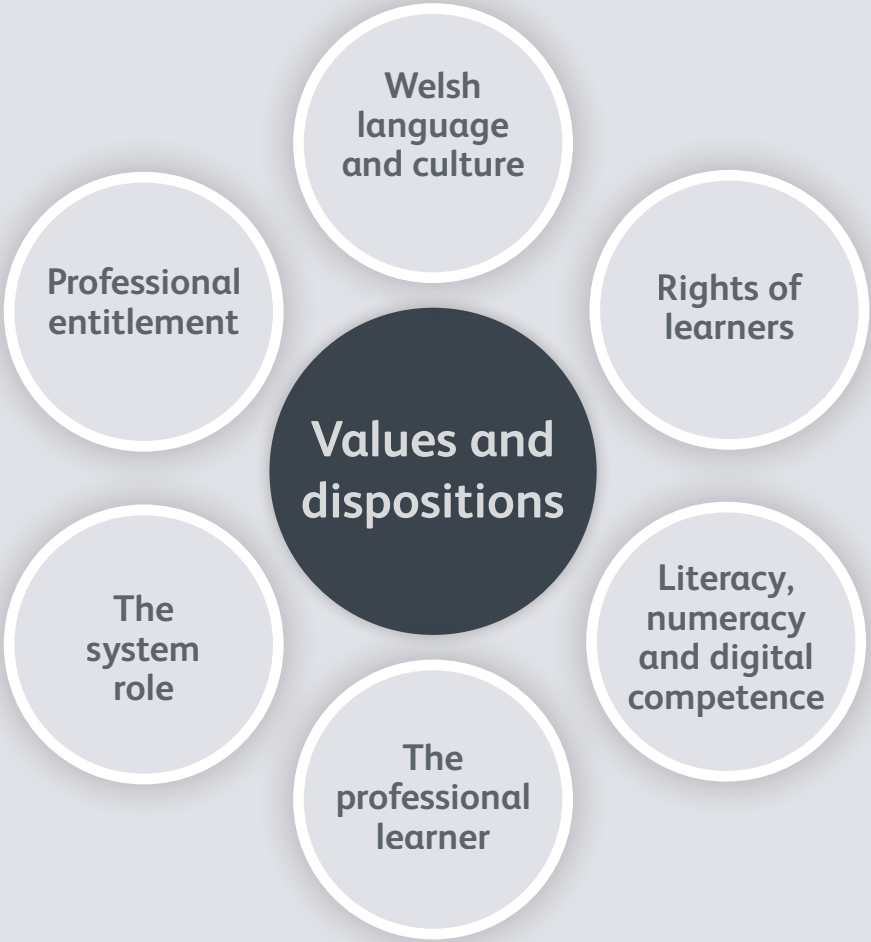
Practising teachers and leaders must continue to meet each of the five standards as they fulfil their work. Beneath each of the five standards there are a number of elements supported by a range of descriptors. These are for practitioners to explore in a developmental way – not as a checklist – by showing what sustained highly-effective practice looks like and providing a focus for career-long professional learning.

NQTs, practising teachers and formal leaders will be able to use the EWC Professional Learning Passport (PLP) to reflect on their professional experiences and map them to the professional standards for teaching and leadership. For NQTs this is mandatory to evidence that they have met all relevant descriptors.

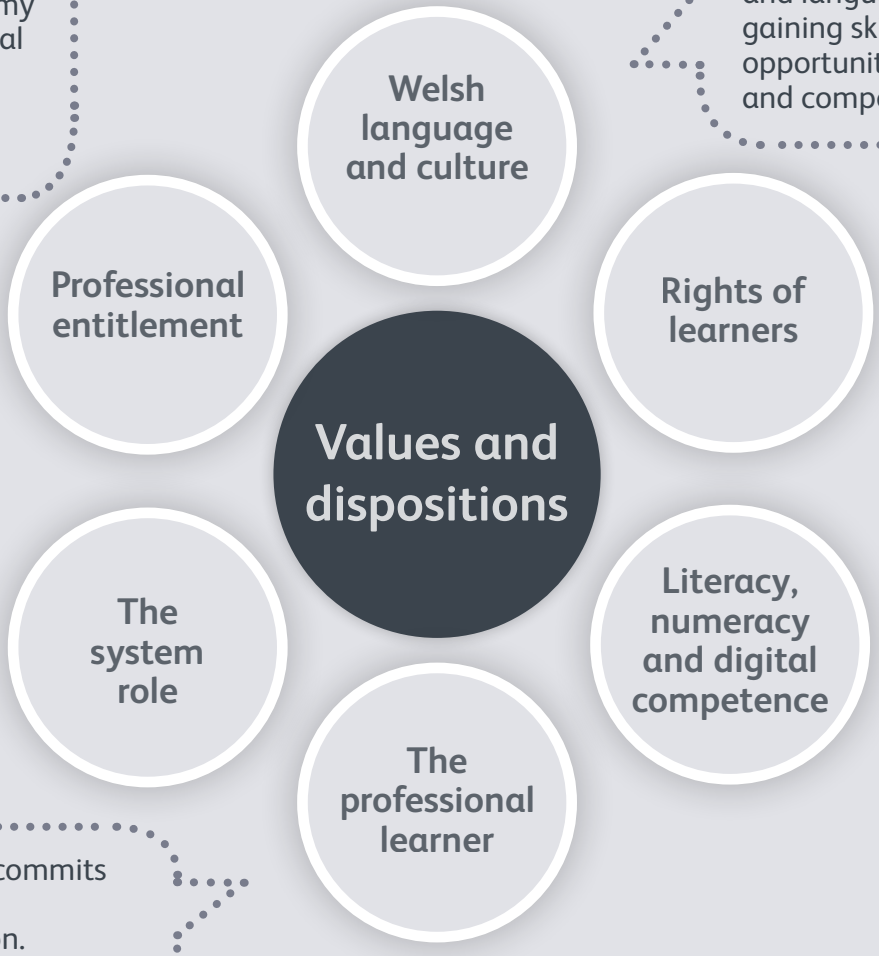
To help you explore the new professional standards, you can take a look at this **animation**, or you can begin exploring on the next page.

Overarching values and dispositions

Driving everyone who works with learners to exhibit high professional standards in their practice.



Overarching values and dispositions



The teacher has a professional right to be part of a school that sees itself as a learning organisation. The teacher has the autonomy to be a contributing part of a local, national and global profession and has the right to instigate and support improvement to the school to the benefit of learners.

The teacher consistently emphasises the central importance of the promotion of Welsh culture and language. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners' skills and competence.

The needs and rights of learners will be central and take priority in the teacher's approach to their job. The teacher exhibits high expectations and commitment to the achievement of each learner.

The teacher is committed to learners everywhere and is an influential part of a developing and coherent education culture in Wales.

The teacher consistently emphasises the central importance of literacy, numeracy and digital competence. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners' skills and competence.

The teacher is a professional learner and commits to continuous engagement in career long development, collaboration and innovation.

The five professional standards for teaching and leadership

The five professional standards for teaching and leadership

...is paramount

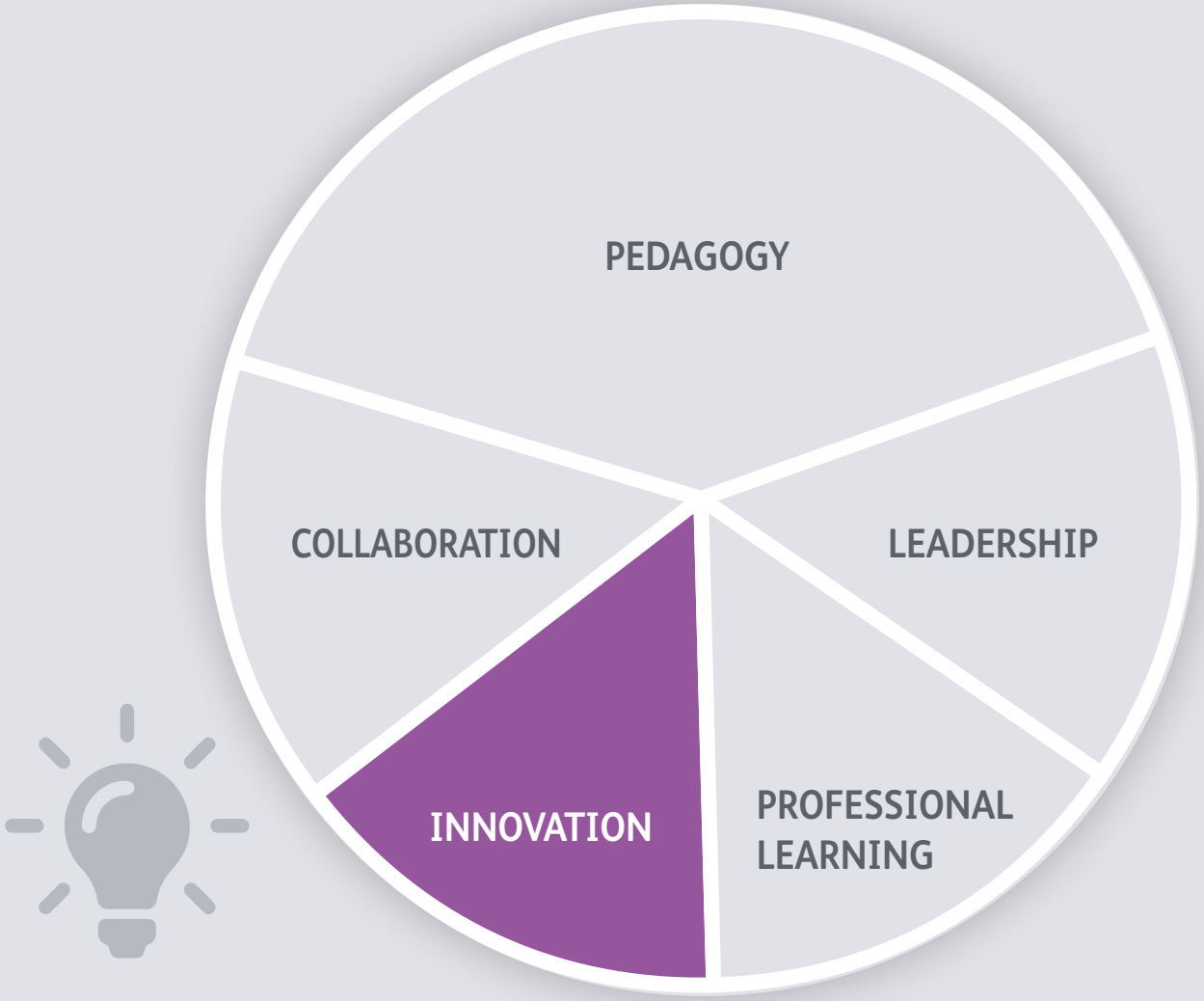
The five professional standards for teaching and leadership

...allows it to spread

The five professional standards for teaching and leadership

...takes it deeper

The five professional standards for teaching and leadership



...moves it forward

The five professional standards for teaching and leadership

...helps it grow

The five professional standards for teaching and leadership

Working as one...
to secure effective pedagogy with overarching values and dispositions

What do the 5 professional standards say?

The standard for effective **Pedagogy**... teaching and learning is paramount

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.

The standard for **Collaboration**... enabling effective pedagogy to spread

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

The teacher in a formal leadership role builds a climate of mutual support in which effective collaboration flourishes within and beyond the school to spread effective pedagogy.

The standard for **Leadership**... helping effective pedagogy to grow

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

The teacher in a formal leadership role works intelligently to bring coherence, clarity and a shared commitment to realising the vision for pedagogy, learners, colleagues and the wider community.

The standard for **Innovation**... moving pedagogy forward

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

The teacher in a formal leadership role ensures a positive climate for innovation that is coherent and manageable and outcomes are evaluated, disseminated and applied.

The standard for **Professional Learning**... taking effective pedagogy deeper

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

The teacher in a formal leadership role stimulates an appetite for professional learning that is valued, has impact upon pedagogy and supports professional growth across a learning community within and beyond the school.

TEACHING DESCRIPTORS
FORMAL LEADERSHIP

Find out what the descriptors say about the scope of each standard

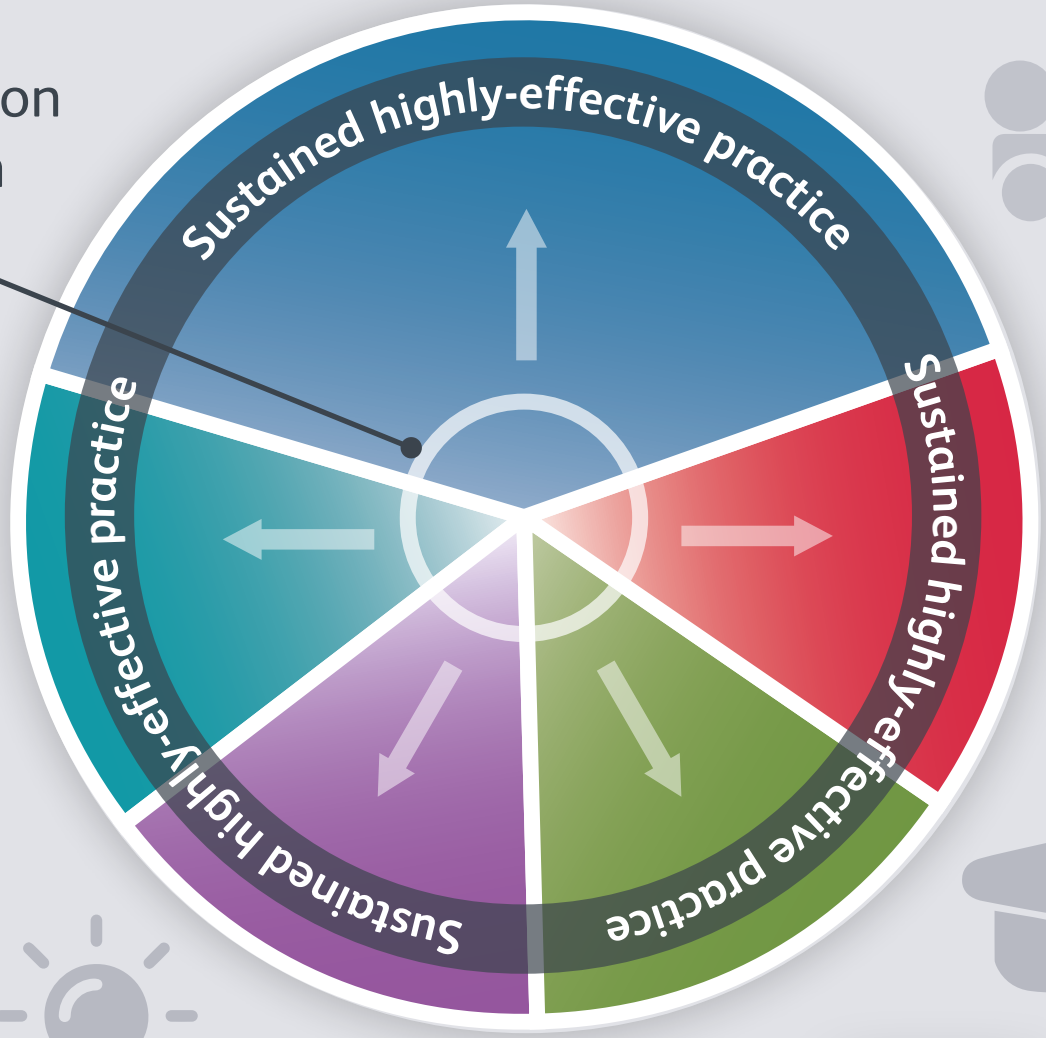
Click to explore the descriptors for **TEACHING**

Click to explore the descriptors for **FORMAL LEADERSHIP**

Expectations of professional teaching

TEACHING

Entry to the profession
– QTS and induction



FIVE STANDARDS

FORMAL LEADERSHIP

Expectations of professional teaching

TEACHING

Click on a segment to explore the standards for teaching.

FIVE STANDARDS

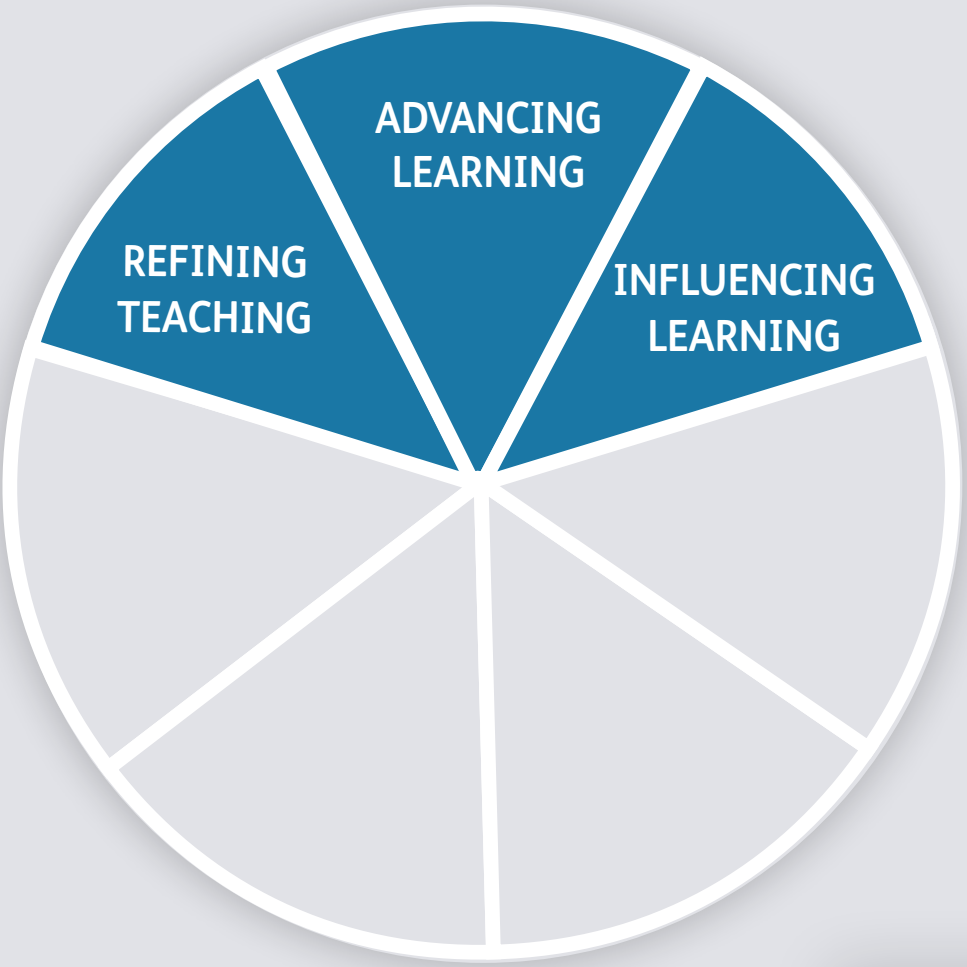
FORMAL LEADERSHIP

Descriptors for teaching

Pedagogy

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Unpacking pedagogy... fitting with 'Successful Futures'



FIVE STANDARDS
FORMAL LEADERSHIP

Pedagogy

TEACHING

Refining teaching... towards sustained highly-effective practice

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Click on element headings to view descriptors.

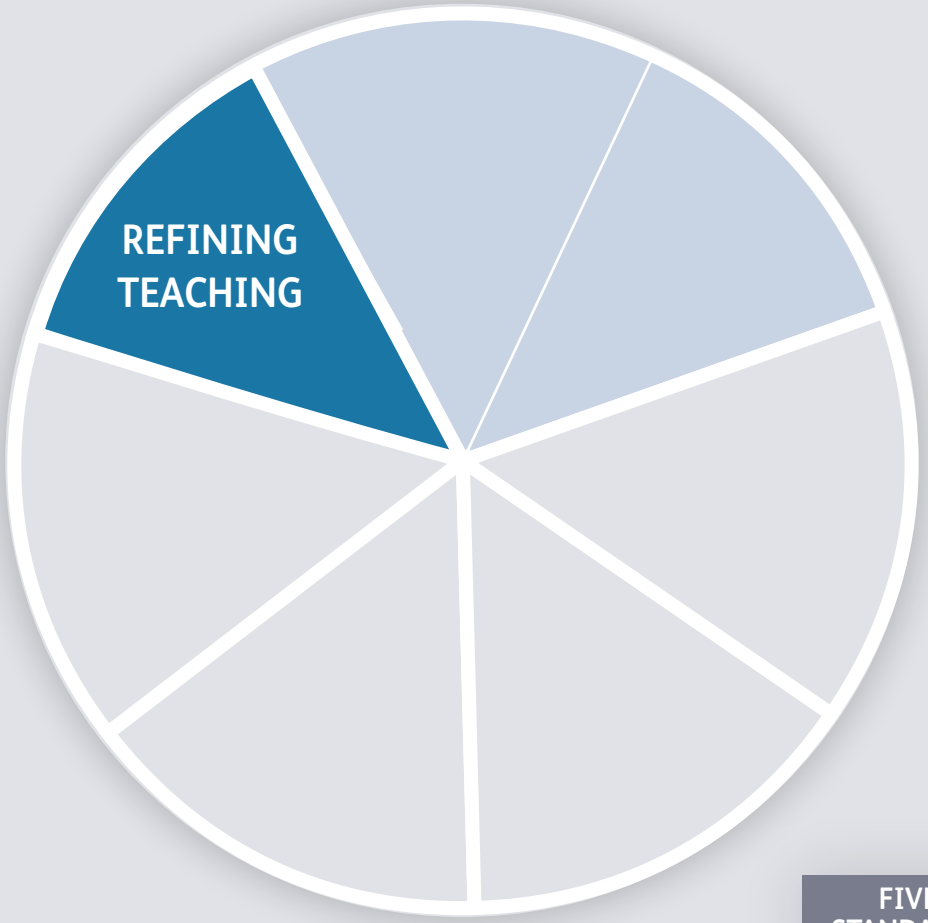
Managing the learning environment

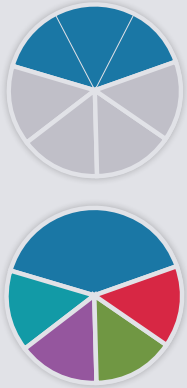
Assessment

Differentiation

Recording and reporting

Involving partners in learning





FIVE STANDARDS

FORMAL LEADERSHIP

Refining teaching... towards sustained highly-effective practice

Managing the learning environment

Sustained highly-effective practice descriptor:
Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning.

Induction descriptor:
Organisation of learners and colleagues, routines and resources is focussed on building learning habits and behaviours that meet the four purposes and are understood by learners in that context.

QTS descriptor:
The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.

Pedagogy

Refining teaching... towards sustained highly-effective practice

Assessment

Sustained highly-effective practice descriptor:
Specialised assessment techniques are employed for identified learners and there is a commitment to working with colleagues and other agencies to best meet identified needs.

Induction descriptor:
Assessment is used effectively to pinpoint learning needs for all learners.

QTS descriptor:
The range of purposes and practices for assessment is understood and articulated.

Pedagogy

Refining teaching... towards sustained highly-effective practice

Differentiation

Sustained highly-effective practice descriptor:
Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.

Induction descriptor:
Learning materials and experiences are used to provide appropriate challenge to every learner.

QTS descriptor
The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

Refining teaching... towards sustained highly-effective practice

Recording and reporting

Sustained highly-effective practice descriptor:
Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly.

Induction descriptor:
Records and reports accurately describe the progress made by learners, identify key learning needs and outline important next steps.

QTS descriptor:
The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.

PLP

Refining teaching... towards sustained highly-effective practice

Involving partners in learning

Sustained highly-effective practice descriptor:
Parents and carers are given strong support in helping their children develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the commitment to build authentic experience as a natural part of learning.

Induction descriptor:
Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.

QTS descriptor:
The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.

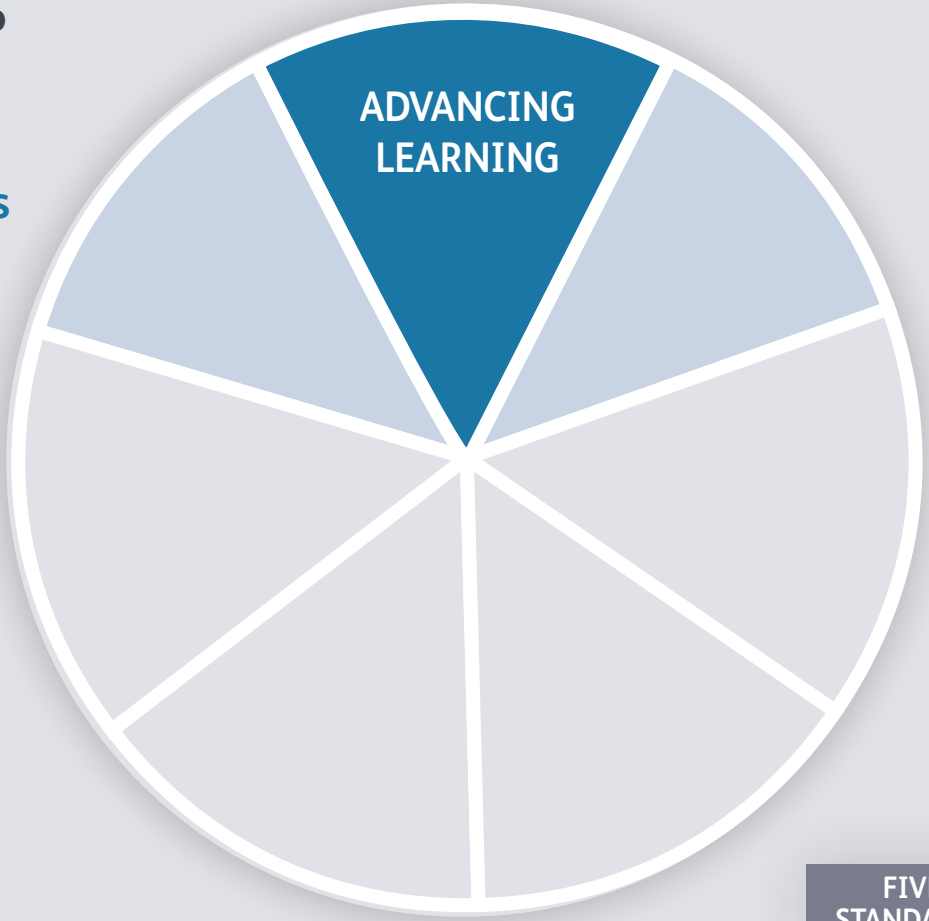
Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Click on element headings to view descriptors.



Four purposes for learners

Exploiting subject disciplines in areas of learning

Blended learning experiences

Real life, authentic contexts

Progression in learning

Cross-curricular themes

FIVE STANDARDS

FORMAL LEADERSHIP

Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

Four purposes for learners

Sustained highly-effective practice descriptor:
The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes articulated to colleagues.

Induction descriptor:
There are clear examples of sustained embedding of the four purposes for learners.

QTS descriptor:
The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.

PLP

Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

Exploiting subject disciplines in areas of learning

Sustained highly-effective practice descriptor:
Planned learning exploits subject disciplines using real-life applications across the four purposes.

Induction descriptor:
Learners are encouraged to recognise and appreciate the differences between the disciplines of the subjects they experience within the areas of learning.

QTS descriptor:
The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

PLP

Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

Blended learning experiences

Sustained highly-effective practice descriptor:
A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life.

Induction descriptor:
Teaching contexts and methods are blended to use experience from varied and appropriate environments to support each other. Learning areas such as the workshop, outdoors, laboratory, studio, gymnasium, library, theatre and classroom are integrated settings for learning, demonstrating discipline and structure appropriate to experience.

QTS descriptor:
The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.

PLP

Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

Real life, authentic contexts

Sustained highly-effective practice descriptor:
Learners initiate, drive and reflect upon authentic experience which reinforces prior learning and provides context for further development across all four purposes.

Induction descriptor:
There are examples of real life, authentic contexts for learning being provided as a natural part of the learning experience.

QTS descriptor:
The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.

PLP

Pedagogy

TEACHING

Advancing learning… through effective application of subject knowledge and discipline

Progression in learning

Sustained highly-effective practice descriptor:
Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning across the four purposes.

Induction descriptor:
Learning is planned so the next stages extend learners' capacity incrementally and build upon prior knowledge.

QTS descriptor:
The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.

PLP

Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

Cross-curricular themes

Sustained highly-effective practice descriptor:
The use of cross-curricular themes is routinely employed and the range exploits complex learning which is made explicit through effective reflection on learning.

Induction descriptor:
Cross-curricular themes are used to build links between areas of learning and the learning within each component can be articulated.

QTS descriptor:
The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.

PLP

Pedagogy

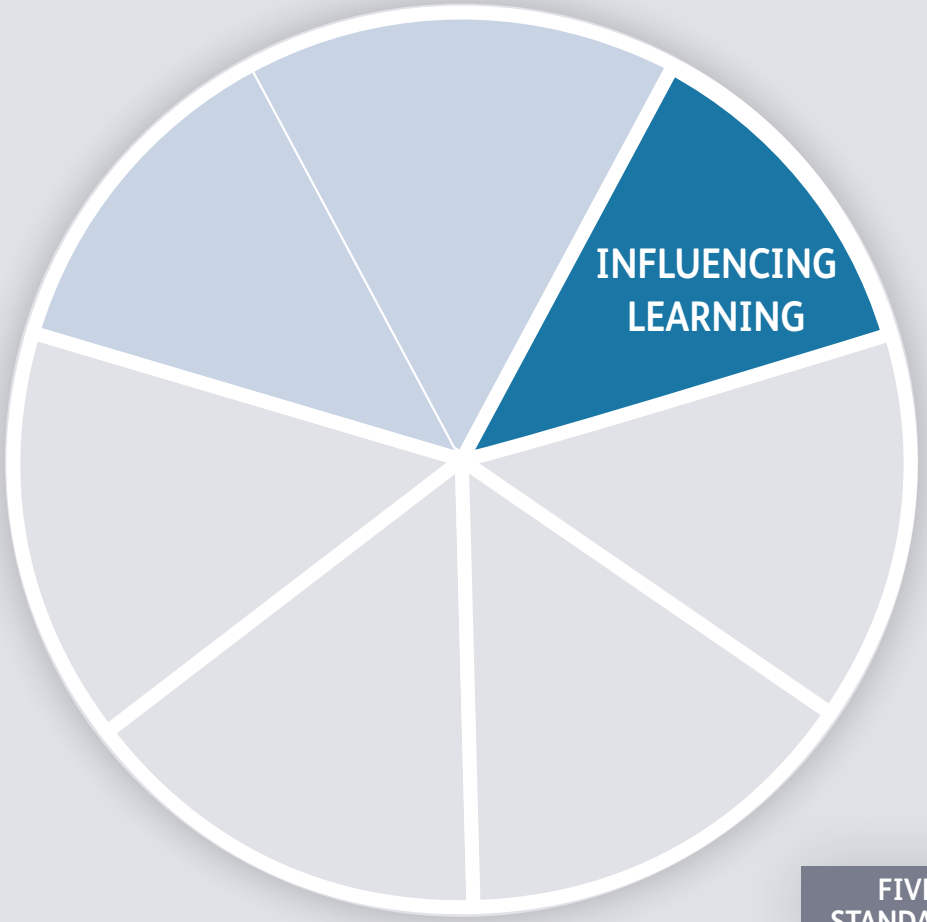
TEACHING

Influencing learners... building positive learner disposition

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Click on element headings to view descriptors.

- Challenge and expectations
- Listening to learners
- Learners leading learning
- Sustained effort and resilience in learners
- Reflection on learning
- Learning outcomes and well-being



FIVE STANDARDS

FORMAL LEADERSHIP

Pedagogy

TEACHING

Influencing learners... building positive learner disposition

Challenge and expectations

Sustained highly-effective practice descriptor:
Learners relish the opportunity to extend themselves and exploit previous skills whilst seeking to develop new ones.

Induction descriptor:
The teacher communicates appropriate levels of challenge and expectations of learners which are reflected in the quality and achievement in their learning.

QTS descriptor:
The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.

PLP

Pedagogy

TEACHING

Influencing learners... building positive learner disposition

Listening to learners

Sustained highly-effective practice descriptor:
Processes are in place which expect learners to offer their views to inform all stages of learning.

Induction descriptor:
Learners' views are sought, understood and acted upon.

QTS descriptor:
The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.

PLP

Pedagogy

TEACHING

Influencing learners... building positive learner disposition

Learners leading learning

Sustained highly-effective practice descriptor:
Learners take an active role in managing their own learning agenda with self-initiated and self-determined activity helping them to set their own high expectations.

Induction descriptor:
Learners are encouraged to suggest ways in which learning can be further developed, interpreted or extended.

QTS descriptor:
In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.

PLP

Influencing learners... building positive learner disposition

Sustained effort and resilience in learners

Sustained highly-effective practice descriptor:
The teacher ensures that learners reflect upon the extent to which they have stretched themselves and been resilient in solving problems and challenges in their learning.

Induction descriptor:
The teacher encourages learners to apply themselves with sustained effort because they see the point of their learning and understand that resilience is needed for sustained success.

QTS descriptor:
The teacher promotes and secures learners' self-motivation and self-direction in their learning.

Pedagogy

Influencing learners... building positive learner disposition

Reflection on learning

Sustained highly-effective practice descriptor:
Evaluation of learning looks at all aspects; the products, quality, development of learning and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner.

Induction descriptor:
Reflection with learners is planned by the teacher as a natural part of the learning experience and leads learners to consider their behaviour and outlook.

QTS descriptor:
In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.

PLP

Pedagogy

Influencing learners... building positive learner disposition

Learning outcomes and well-being

Sustained highly-effective practice descriptor:
Learners are enabled to understand how their focus upon personal well-being and their commitment for appropriate medium, outcome and quality have impact in terms of usefulness for the purpose and audience.

Induction descriptor:
The teacher works to ensure that learners appreciate how high-quality product and performance outcomes lead to improved learning and improved habits of well-being.

QTS descriptor:
The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.

Collaboration

TEACHING

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

Click on element headings to view descriptors.

Seeking advice and support

Working with in-school colleagues

Supporting and developing others

Enabling improvement

FIVE STANDARDS

FORMAL LEADERSHIP

Collaboration

TEACHING

Seeking advice and support

Sustained highly-effective practice descriptor:
Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice and support.

Induction descriptor:
The active seeking of support from colleagues when meeting a new challenge is a natural part of teaching.

QTS descriptor:
The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.

PLP

Working with in-school colleagues

Sustained highly-effective practice descriptor:
The teacher actively promotes and facilitates collaborative opportunities for staff, both in routine aspects of learning organisation and in innovative approaches.

Induction descriptor:
The teacher works alongside other colleagues to build expertise for the benefit of learners and seeks opportunities to strengthen collaboration.

QTS descriptor:
Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.

Collaboration

Supporting and developing others

Sustained highly-effective practice descriptor:
High levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners through active, purposeful and structured contributions to the development of teachers and other staff.

Induction descriptor:
The teacher supports the development of others as a natural part of their role, including contributing to whole-school initiatives and involvement in programmes which extend expertise and have impact on learning outcomes.

QTS descriptor:
The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.

Collaboration

TEACHING

Enabling improvement

Sustained highly-effective practice descriptor:
Areas of concern are accurately identified and examined in own and others' practice. Support is sought and offered readily and a plan enacted to secure improved performance.

Induction descriptor:
Advice is sought and taken on ways to improve performance and achieve enhanced outcomes for learners.

QTS descriptor:
There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.

PLP

Professional learning

TEACHING

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

Click on element headings to view descriptors.

Wider reading and research findings

Professional networks and communities

Continuing professional learning

Welsh language skills

FIVE STANDARDS

FORMAL LEADERSHIP

Wider reading and research findings

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

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

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

Professional networks and communities

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

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

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

Continuing professional learning

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

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

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

Welsh language skills

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

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

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

Innovation

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

Click on element headings to view descriptors.

Offering expertise

Developing new techniques

Evaluating the impact of changes in practice

FIVE STANDARDS

FORMAL LEADERSHIP

Offering expertise

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

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

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

Developing new techniques

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

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

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

Evaluating the impact of changes in practice

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

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

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

Leadership

TEACHING

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

Click on element headings to view descriptors.

Taking responsibility for self

Exercising corporate responsibility

Leading colleagues, projects and programmes

Supporting formal leadership roles

FIVE STANDARDS

FORMAL LEADERSHIP

Taking responsibility for self

Sustained highly-effective practice descriptor:
Personal professional responsibility includes the sustained development of highly effective practices across the professional standards.

Induction descriptor:
The teacher accepts responsibility and demonstrates the commitment to learners through professional organisation and management.

QTS descriptor:
The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.

Exercising corporate responsibility

Sustained highly-effective practice descriptor:
Colleagues are supported to meet the policies and principles required by the school with suggestions for improvements being offered and acted on.

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

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

Leading colleagues, projects and programmes

Sustained highly-effective practice descriptor:
Leadership is an integral part of teaching involving the support, guidance and demand necessary to achieve required outcomes. It takes account of the experience of other colleagues and encourages them to flourish.

Induction descriptor:
The teacher uses qualities of personal professional practice to positively influence the practice of others.

QTS descriptor:
The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.

Supporting formal leadership roles

Sustained highly-effective practice descriptor:
Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school.

Induction descriptor:
The teacher actively supports the work of the phase or department and begins to demonstrate an awareness of the range of processes and skills involved.

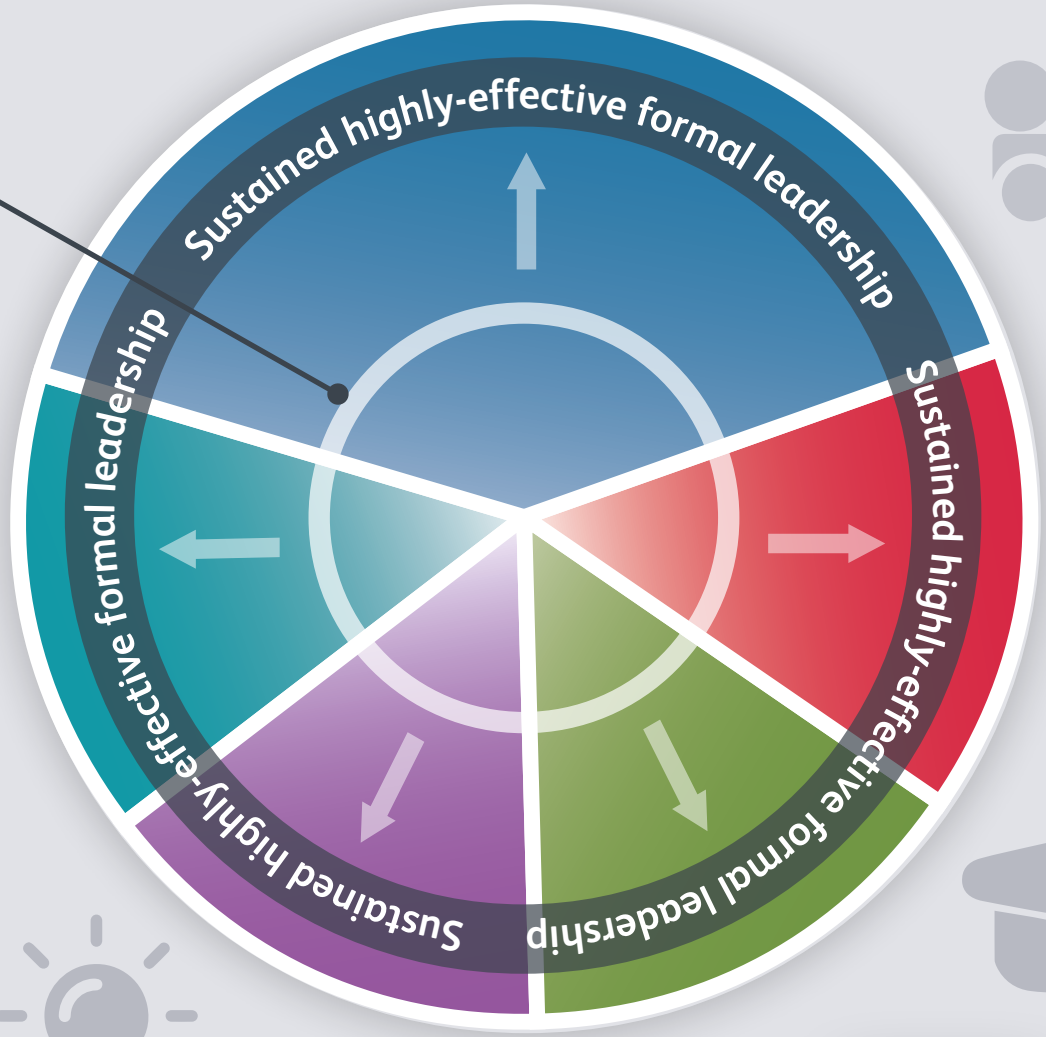
QTS descriptor:
The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.

Descriptors for formal leadership roles

Expectations of formal leadership practice

FORMAL LEADERSHIP ROLES

Effective formal leadership



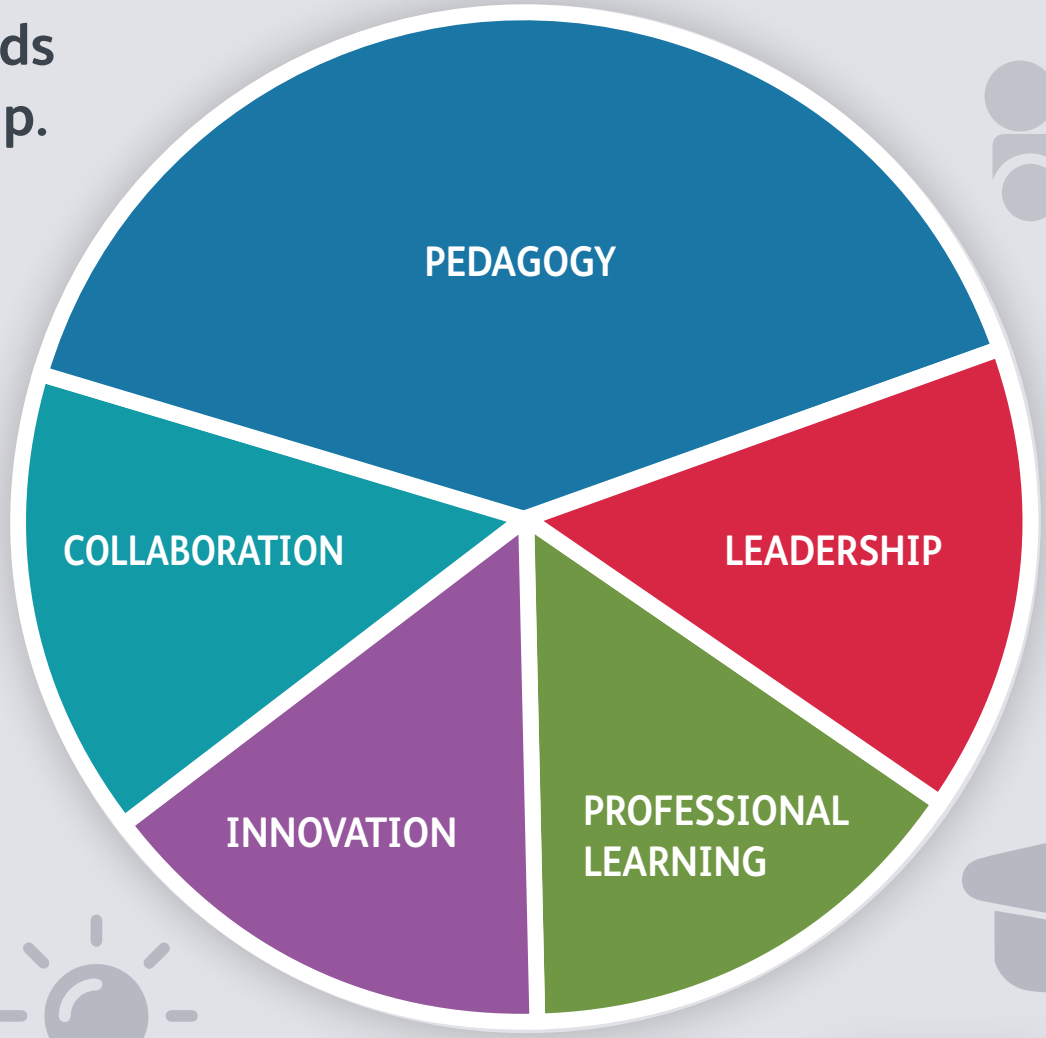
FIVE STANDARDS

TEACHING DESCRIPTORS

Expectations of formal leadership practice

FORMAL LEADERSHIP ROLES

Click on a segment to explore the standards for formal leadership.



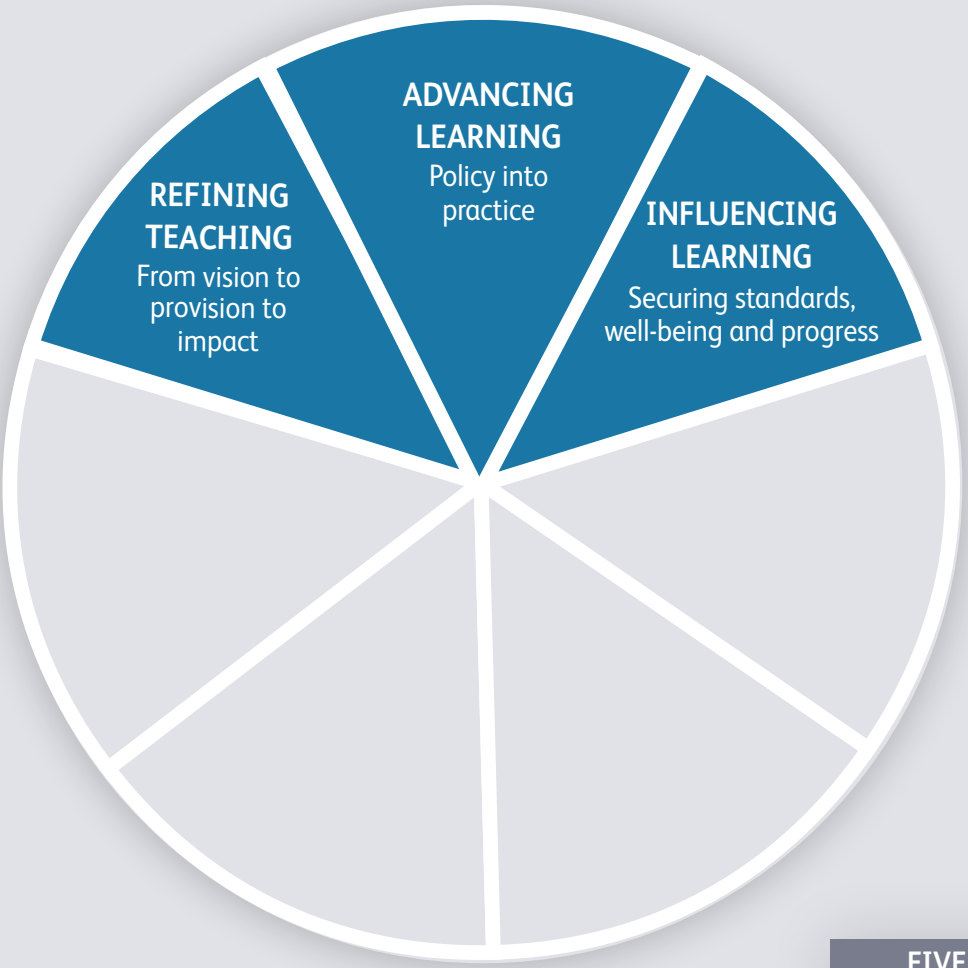
FIVE STANDARDS

TEACHING DESCRIPTORS

Pedagogy

The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.

Leading pedagogy



FIVE STANDARDS
TEACHING DESCRIPTORS

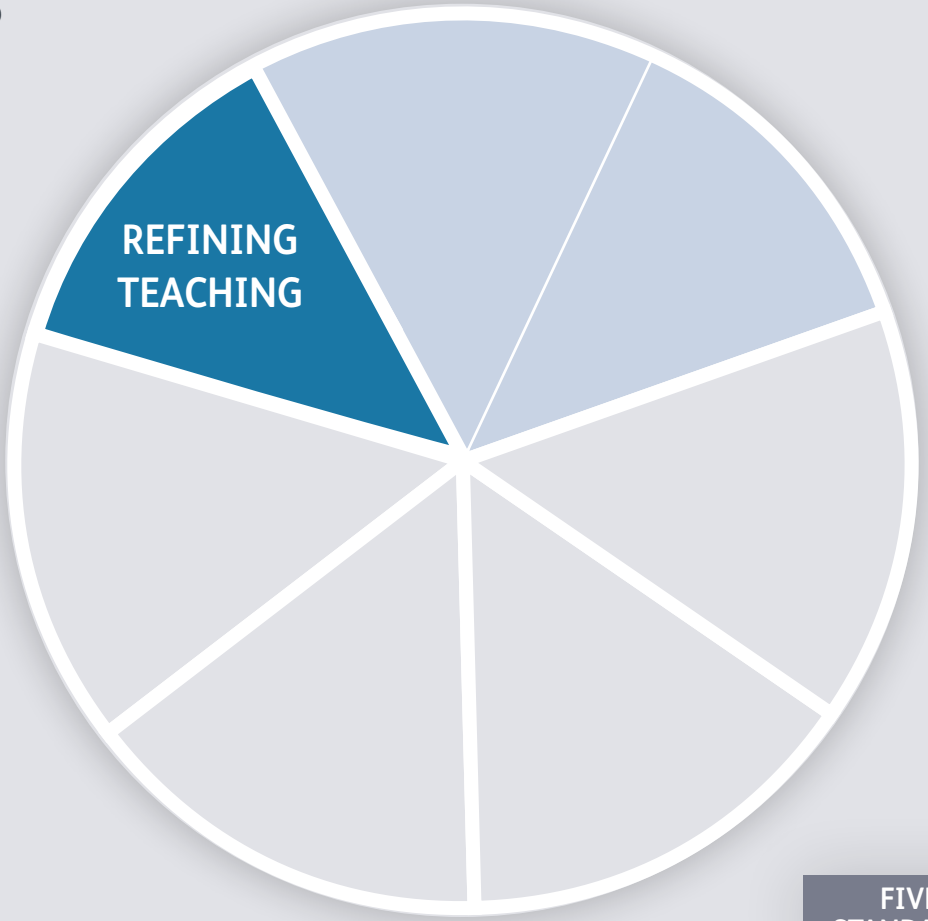
Pedagogy

FORMAL LEADERSHIP ROLES

Refining teaching... from vision to provision to impact

The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.

Click on element headings to view descriptors.



Promoting the pedagogic vision for 2025

Sustaining highly effective teaching

Ensuring that strategy and infrastructure are fit for purpose

Creating the effective and inclusive learning environment

Advancing pedagogic approaches

Listening to learners

FIVE STANDARDS

TEACHING DESCRIPTORS

Promoting the pedagogic vision for 2025

Sustained highly-effective formal leadership descriptor:
Future generations of teachers and leaders are given the best possible start through the involvement of leadership in ensuring that Initial Teacher Education reforms are successful locally.

Effective formal leadership descriptor:
Leadership develops strategies, structures and systems to ensure that the school is working effectively towards the achievement of its vision.

Pedagogy

Refining teaching... from vision to provision to impact

Sustaining highly effective teaching

Sustained highly-effective formal leadership descriptor:
Building enthusiasm in all staff for the fascination with learning is a key leadership endeavour to encourage all to better themselves to the benefit of learners.

Effective formal leadership descriptor:
Leadership ensures that learners experience highly effective teaching in all contexts.

Refining teaching... from vision to provision to impact

Ensuring that strategy and infrastructure are fit for purpose

Sustained highly-effective formal leadership descriptor:
The strategy is shared, challenged and communicated at all levels to align infrastructure arrangements with purpose and outcome.

Effective formal leadership descriptor:
The routines of school and the longer term management approaches reflect the on-going strategic vision. Any contradiction between day-by-day organisation and vision are addressed.

PLP

Refining teaching... from vision to provision to impact

Creating the effective and inclusive learning environment

Sustained highly-effective formal leadership descriptor:
The physical, social and emotional aspects of the learning environment are all used to good effect to reflect and enable the vision of the four purposes. Leaders expect learners to have a significant role in managing and influencing the environment and recognise the sophisticated purposes in the organisation.

Effective formal leadership descriptor:
The learning environment is purposefully organised and enables the achievement of the four purposes for learning. Leadership creates and sustains an ethos conducive to effective learning.

Pedagogy

Refining teaching... from vision to provision to impact

Advancing pedagogic approaches

Sustained highly-effective formal leadership descriptor:
A range of pedagogic approaches from a range of sources is regularly considered with a view to potential effective implementation.

Effective formal leadership descriptor:
Leadership ensures that the ongoing curriculum development and ambition in Wales are underpinning and driving the agenda for the quality of teaching in the school.

Pedagogy

Refining teaching... from vision to provision to impact

Listening to learners

Sustained highly-effective formal leadership descriptor:
A school-wide ethos is established which expects learners to offer their views to inform all stages of learning which are taken seriously, considered and acted upon where practicable.

Effective formal leadership descriptor:
Learner views are harnessed to provide insight into effectiveness of department, phase or school.

PLP

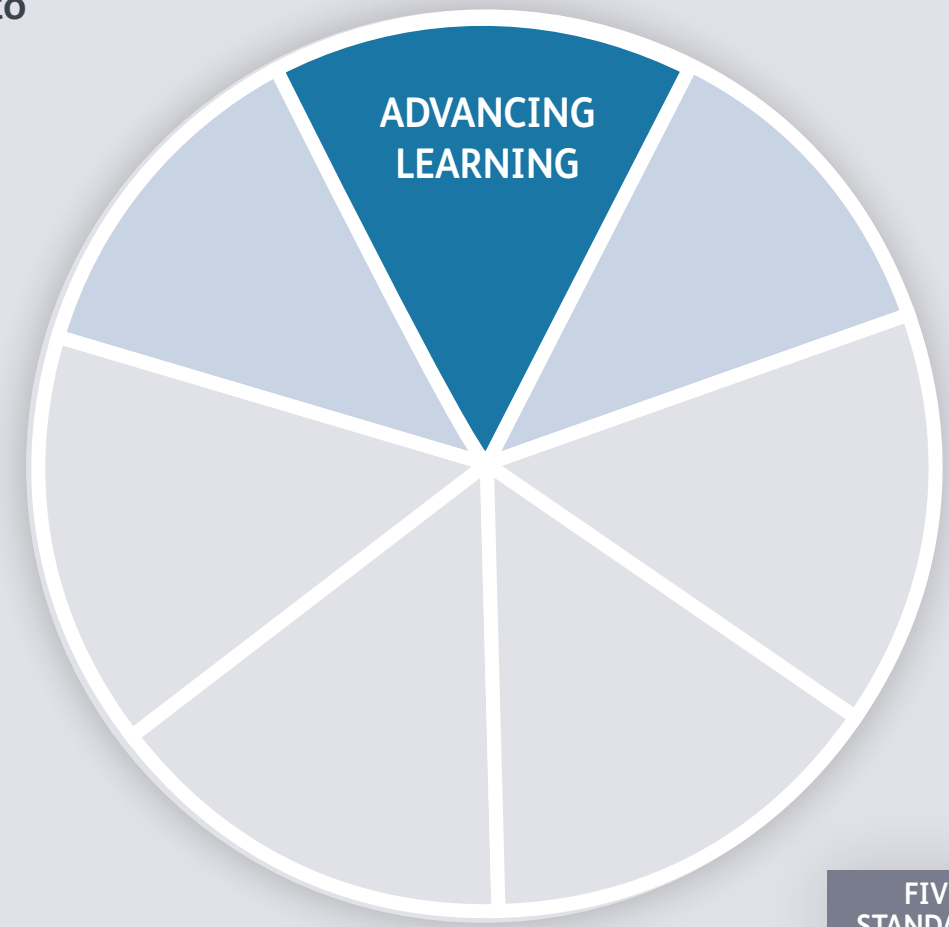
Pedagogy

FORMAL LEADERSHIP ROLES

Advancing learning... policy into practice

The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.

Click on element headings to view descriptors.



Promoting Welsh language and culture

Ensuring the four purposes for learners

Exploiting subject disciplines in areas of learning

Driving real life, authentic contexts

Using cross-curricular themes

FIVE STANDARDS

TEACHING DESCRIPTORS

Promoting Welsh language and culture

Sustained highly-effective formal leadership descriptor:
Leadership seeks out and uses every opportunity to value and promote Welsh culture and extend the use of the Welsh language in formal and informal situations.

Effective formal leadership descriptor:
Leadership sets example to learners, colleagues and community with a positive commitment to enjoy learning the Welsh language.

Pedagogy

Advancing learning... policy into practice

Ensuring the four purposes for learners

Sustained highly-effective formal leadership descriptor:
The four purposes are embedded, developed and extended across the school.

Effective formal leadership descriptor:
Leadership ensures the four purposes for learning are consistently addressed in planning and practice.

Exploiting subject disciplines in areas of learning

Sustained highly-effective formal leadership descriptor:
Leadership consistently encourages and promotes a deep understanding of a disciplined approach to subject content within the four purposes and across areas of learning.

Effective formal leadership descriptor:
Leadership enables the development of the four purposes for learning by supporting planning and emphasising the disciplines of different subjects in context to secure highly effective teaching.

Pedagogy

Advancing learning... policy into practice

Driving real life, authentic contexts

Sustained highly-effective formal leadership descriptor:
Effective leadership expects and enables learners to initiate, drive and reflect upon authentic experience across the four purposes.

Effective formal leadership descriptor:
Leadership supports colleagues in structuring authentic experiences within and across subject boundaries.

Using cross-curricular themes

Sustained highly-effective formal leadership descriptor:
Leadership plans for, and ensures that, the use of cross-curricular themes is routinely employed. The range of themes exploits complex learning which is made explicit through effective reflection on learning.

Effective formal leadership descriptor:
Leadership supports colleagues in building links between subjects and areas of learning to develop coherent experiences for learners.

Pedagogy

FORMAL LEADERSHIP ROLES

Influencing learners... securing standards, well-being and progress

The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.

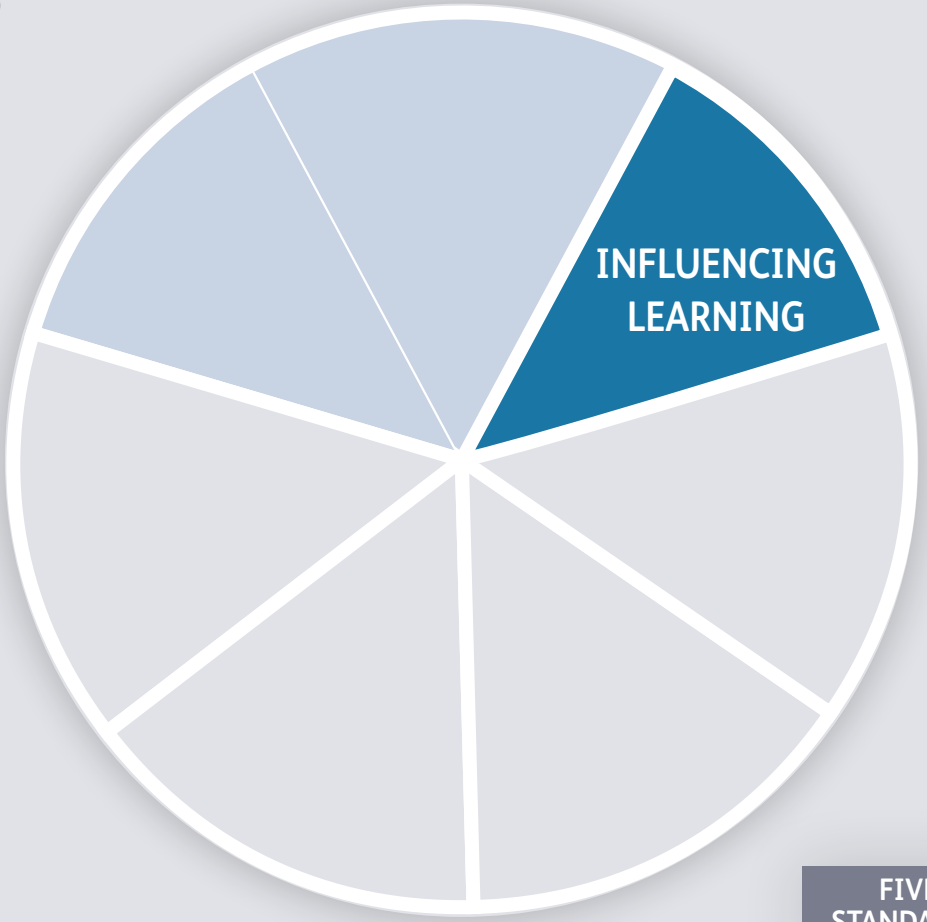
Click on element headings to view descriptors.

Accepting accountability for outcomes and learner well-being

Ensuring and protecting learner entitlement

Monitoring and evaluating impact

Reporting on effectiveness



FIVE STANDARDS

TEACHING DESCRIPTORS

Pedagogy

Influencing learners... securing standards, well-being and progress

Accepting accountability for outcomes and learner well-being

Sustained highly-effective formal leadership descriptor:
Leadership promotes collaboration with all partners, especially with other schools, phases or departments and accepts professional responsibility for supporting and enabling the success of others.

Effective formal leadership descriptor:
Leadership promotes, demands and ensures that the learning success, achievement and well-being of all learners is evident throughout the school.

PLP

Pedagogy

Influencing learners... securing standards, well-being and progress

Ensuring and protecting learner entitlement

Sustained highly-effective formal leadership descriptor:
The rights and needs of learners are paramount in all the school does, ensuring every learner benefits from an entitlement to the best possible experience of schooling in Wales.

Effective formal leadership descriptor:
Leadership ensures that all learners, including those with additional learning needs, gain full access to opportunities and achieve.

Pedagogy

Influencing learners... securing standards, well-being and progress

Monitoring and evaluating impact

Sustained highly-effective formal leadership descriptor:
Effective pedagogy is at the heart of the school and is the driving focus of leadership.

Effective formal leadership descriptor:
Effective systems are used consistently to monitor and evaluate the impact of all learning experiences for learners' progress and to bring about sustained improvement.

Pedagogy

Influencing learners... securing standards, well-being and progress

Reporting on effectiveness

Sustained highly-effective formal leadership descriptor:
Reporting on learning effectiveness is highly sophisticated with refinement constantly sought in the quest for improved learning outcomes. Learners are engaged strongly in the process.

Effective formal leadership descriptor:
Reporting of learner progress and well-being is effectively managed with the full range of responsible and external agencies and partners. Recommendations arising from reports are effectively communicated, implemented and addressed.

Collaboration

FORMAL LEADERSHIP ROLES

The teacher in a formal leadership role builds a climate of mutual support in which effective collaboration flourishes within and beyond the school to spread effective pedagogy.

Click on element headings to view descriptors.

Seeking advice and support

Sustaining a collaborative culture

Working productively with external agencies

Engaging with the widest school community

Enabling continuous improvement

FIVE STANDARDS

TEACHING DESCRIPTORS

Seeking advice and support

Sustained highly-effective formal leadership descriptor:
Confident leadership represents all schools in positive collaboration or negotiation with interest groups to the benefit of learners across the education community.

Effective formal leadership descriptor:
Leadership's own and school professional challenges are recognised, accepted, articulated and addressed through formal and structured collaboration.

Sustaining a collaborative culture

Sustained highly-effective formal leadership descriptor:
Partner schools, departments and individuals within schools benefit mutually from an imaginative range of sustained high quality and flexible support to develop professional practice.

Effective formal leadership descriptor:
High levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners.

Working productively with external agencies

Sustained highly-effective formal leadership descriptor:
Leadership actively promotes and facilitates purposeful and worthwhile collaboration with employers, business, government and other educational professionals, both in routine aspects of learning organisation and in innovative approaches.

Effective formal leadership descriptor:
Opportunities are taken to enable and support colleagues in working with external agencies to the benefit of learners.

Engaging with the widest school community

Sustained highly-effective formal leadership descriptor:
Leadership engages with the local community and business to enable impact and continuous improvement in all aspects of schooling.

Effective formal leadership descriptor:
Effective and open relationships are built and sustained with parents, carers and the widest local community that actively and positively engage partners with learners' experience and progress.

Enabling continuous improvement

Sustained highly-effective formal leadership descriptor:
Leadership actively promotes and facilitates collaborative opportunities for all staff, both in routine aspects of learning organisation and through innovative approaches, including embracing new technologies.

Effective formal leadership descriptor:
Areas of concern are accurately identified, examined and diagnosed in own and others' practice. Support is sought and offered readily and leadership drives a plan to secure improved performance.

Professional learning

FORMAL LEADERSHIP ROLES

The teacher in a formal leadership role stimulates an appetite for professional learning that is valued, has impact upon pedagogy and supports professional growth across a learning community within and beyond the school.

Click on element headings to view descriptors.

Wider reading and research outlooks

Professional networks and communities

Supporting growth and system-wide leadership

Supporting growth in others

Continuing professional learning for all staff

FIVE STANDARDS

TEACHING DESCRIPTORS

Wider reading and research outlooks

Sustained highly-effective formal leadership descriptor:
Leadership is a reservoir of knowledge and understanding about pedagogic reading and research and able to make connections for the teaching community linked to their working context.

Effective formal leadership descriptor:
Leadership maintains and develops a constructive and relevant attitude to study in colleagues.

Professional networks and communities

Sustained highly-effective formal leadership descriptor:
Leadership ensures that the school plays an active role in the widest education community with planned contributions to journals, conferences or learning communities on the part of all in the community, including learners.

Effective formal leadership descriptor:
Contribution to conferences, journals and research is carried out in partnership with others.

Supporting growth and system-wide leadership

Sustained highly-effective formal leadership descriptor:
Leadership strives to build understanding, improved practice and better outcomes in other subjects, phases or learning environments.

Effective formal leadership descriptor:
There is demonstrable commitment to engagement beyond the school and the school both benefits from and contributes to opportunities available, including the Leadership Academy.

Supporting growth in others

Sustained highly-effective formal leadership descriptor:
Leadership enables all staff to become the best they can be, recognising and realising potential in all learning contexts.

Effective formal leadership descriptor:
Leadership acts as a role model. Professional learning is connected and facilitated on an international scale to enable digital competence and the adoption of new technologies. Every effort is made to embrace the learning of the Welsh language as an example to others.

Continuing professional learning for all staff

Sustained highly-effective formal leadership descriptor:
Leadership ensures that colleagues feel confident that they are receiving guidance about appropriate career paths and development potential with the Professional Learning Passport being used as an exemplar.

Effective formal leadership descriptor:
Leadership ensures the sustained and focused professional learning of all staff, including self, carefully framing professional growth within the context of the four purposes and a commitment to create development opportunities for colleagues within and beyond the school.

Innovation

The teacher in a formal leadership role ensures a positive climate for innovation that is coherent and manageable and outcomes are evaluated, disseminated and applied.

Click on element headings to view descriptors.

Towards 2025

Developing new techniques

Seeking and extending best practice

Evaluating the impact of changes in practice

FIVE STANDARDS

TEACHING DESCRIPTORS

Innovation

FORMAL LEADERSHIP ROLES

Towards 2025

Sustained highly-effective formal leadership descriptor:
Leadership ensures that the school develops and refines twenty-first century systems to develop professional learning within and beyond the school community.

Effective formal leadership descriptor:
Leadership directs attention to the long-term vision for Wales and co-ordinates innovation to ensure the school embraces and benefits from controlled approaches to innovation.

PLP

Developing new techniques

Sustained highly-effective formal leadership descriptor:
Leadership is committed to structured use of pilot and prototype development in the most appropriate settings and to ensuring continuous and sustained success as far as possible.

Effective formal leadership descriptor:
An organisational long-term programme of evidence-based, structured innovation is in place to meet challenges, manage change and take learning forward effectively to improve outcomes.

Seeking and extending best practice

Sustained highly-effective formal leadership descriptor:
Leadership sets out to identify schools with better practice, interrogates that practice and implements approaches and techniques that will ensure sustained improvement.

Effective formal leadership descriptor:
Leadership ensures that the expertise and experience are continually developed and shared within and across the school and beyond.

Evaluating the impact of changes in practice

Sustained highly-effective formal leadership descriptor:
The school takes part in controlled relevant research to both learn from and contribute to evidence-based practice in Wales and beyond.

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

Leadership

FORMAL LEADERSHIP ROLES

The teacher in a formal leadership role works intelligently to bring coherence, clarity and a shared commitment to realising the vision for pedagogy, learners, colleagues and the wider community.

Click on element headings to view descriptors.

Promoting teaching and leadership in Wales

Exercising corporate responsibility in all colleagues

Empowering others

Delegation and empowerment

Supporting other settings

FIVE STANDARDS

TEACHING DESCRIPTORS

Promoting teaching and leadership in Wales

Sustained highly-effective formal leadership descriptor:
Optimism prevails and is reinforced with the resolve to ensure the achievement of the four purposes is a reality for all schools.

Effective formal leadership descriptor:
Leadership promotes teaching in Wales as a professional commitment of stature, integrity and respect.

Exercising corporate responsibility in all colleagues

Sustained highly-effective formal leadership descriptor:
Corporate responsibility is highly developed because a pride in being 'on top of the job' is fundamental to the culture of the team or school. The shared outlook of ensuring efficiency and regulation does not intrude upon vision but reinforces its effectiveness.

Effective formal leadership descriptor:
Agreed policies, whether school, local or national, are checked for compliance in practice and any shortcomings are addressed and appropriate action taken. Where specific support is offered, further checks are implemented.

Empowering others

Sustained highly-effective formal leadership descriptor:
The approach to leadership generates an image in teachers and others of what it feels like to work in a well-led school. Aspects of leadership are made explicit to inspire future leaders.

Effective formal leadership descriptor:
Leadership takes account of the experience of other colleagues, the challenges they face and encourages them to flourish.

Delegation and empowerment

Sustained highly-effective formal leadership descriptor:
Leadership empowers colleagues to develop abilities in others, systematically encouraging reflection on practice and techniques for development.

Effective formal leadership descriptor:
Leadership effectively delegates responsibility and employs appropriate skills in managing people to achieve effectiveness.

Supporting other settings

Sustained highly-effective formal leadership descriptor:
Leadership builds effective networks of knowledge, research, and practical expertise to enable other schools and settings to benefit through mutual collaboration.

Effective formal leadership descriptor:
Leadership seeks to offer its strengths to support other departments and schools as a role model and exemplar. Where appropriate, collaborative teaching or support provides tangible guidance.

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