Being an NQT in Newham

Portfolio: A reflective learning log

“It only takes one teacher to love their job and inspire those they’re teaching, and they can change the course of people’s live.”

Skin (Deborah Dyer) Interview TES 2006

“Teaching should be acknowledged as a top profession. Some go even further and put it above all others, because teachers have the ability to unlock the potential of the rest of society.”

Estelle Morris Professionalism and Trust
NQT Portfolio Contents

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“The mediocre teacher tells
The good teacher explains
The superior teacher demonstrates
The great teacher inspires”

William Arthur Ward, Grey’s Essential Miscellany for Teachers
1. NQT Programme

The NQT programme has been designed to support you to meet the new Teachers Standards by the end of your first year. It builds on your knowledge and experience of teaching from Initial Teacher Training providing development opportunities for you to improve and embed your practice. This will be through a blend of interactive session, observing practice in your own school and schools across Newham, self reflection and evaluation and sharing learning. You will be encouraged to keep a learning log throughout the year.

If you would like to gain accreditation for your NQT year towards a master’s degree, you can register for and complete the Independent Study Unit as part of the Masters in Advanced Educational Practice at the IOE.

Programme aims

- to develop the NQTs confidence and skills in meeting the Teaching Standards
- to support NQT to apply their learning from the sessions and to demonstrate impact
- to support NQTs in their progression to becoming outstanding teacher
- to develop a supportive network for the NQT year and beyond

Approach

The core NQT programme covers five key themes as well as an introductory session and final celebration/career progression.

Each of the five themes are studied in depth over a four week cycle

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Interactive session on a specific theme with inter-session task</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Discussion with NQT mentor following initial session. Observing good practice on specific theme based on focused task/activity. NQT will carry out the task initially in their own school and by visiting other schools where appropriate.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Follow up session to share and deepen understanding of the theme and to identify areas within NQT practice that they will implement in their own classroom as a result to the new learning.</td>
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<tr>
<td>Week 4</td>
<td>NQT supported by school mentor to implement new learning in the classroom</td>
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‘...teachers who used peer support for mutual problem solving, observations, collaborative teaching and planning were more successful in transferring new skills to their own practice ... coached teachers retained and increased their skill over time – uncoached teachers did not’.

Joyce and Showers, 2002. Achievement through Staff Development
2. Learning Log

‘What changes practice is when we practice putting ideas into action? Practicing reaches beyond leaders sharing their big takeaways from reading: it means role-play or acting on the spot.’

Bambrick-Santoyo 2012; 229, ‘Leverage Leadership 2012.’

This reflective learning log is designed to support you to apply your learning from the five themed sessions. You will be encouraged to complete this after each of the face to face sessions to reflect on your learning, how you will put this learning into action in school and what difference this will make to your pupils.

Think about the session, its impact on you and your learning.

- What are you going to take away and develop in your personal situation?
- Record this.
- Put it into action in your classroom, working with others.
- Record this.
- Reflect on how it worked
- Record this
- Identify changes in actions, behaviours, responses etc
- Record this
- What would you do differently next time?
- Record this
- Discuss at the follow-up session with other NQT’s
- Record the impact of this on your learning from the session
- Finally what impact has it had on the children that you are a leader of learning for?

There are spaces to record some of your learning, but you may want to add additional sheets either electronically or as a paper document. You can develop the portfolio to reflect your personal interests - for example - adding other reflections on articles that are of personal interest to you or reflections of conversations you have with other colleagues on the programme or in your school.

You have the option of developing your learning further by completing the IOE Independent Study Module (ISM) and gaining 30 Master-level credits. Many of you will already have 60 M level credits from your training. This learning log can then be used as evidence of meeting the teaching standards and to be a record for the ISM.

If you are interested in gaining accreditation, further guidance on writing a reflective log and a suggested reading list can be found at the back of this document.
3. You, your role and school

Complete a SWOT analysis to see where you think your strengths, weakness, opportunities and threats are as an NQT:
Write about your school context

Give a brief description of your role in school

What else features in your life?
4. Reflection on Introductory session

Introductory session - Making the most of your NQT year

- Identify one key learning point

- Identify one action arising from the learning

- What impact do you hope it will have?

- Actual impact of above actions and any evidence to support (this section may be completed at any time).
5. Reflection on Theme 1 - Behaviour to maximise learning

Session 1

- Identify one key learning point

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<tr>
<th>Task</th>
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<table>
<thead>
<tr>
<th>What did you do?</th>
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</table>

<table>
<thead>
<tr>
<th>What did you learn?</th>
</tr>
</thead>
</table>
Theme 1 - Behaviour to maximise learning

Session 2

- Identify one key learning point from today’s session.

What will you now do differently in your classroom as a result of your learning?

What difference has this made to your pupils’ learning?
6. Reflection on Theme 2 – Quality First Teaching
Session 1

- Identify one key learning point

<table>
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<th>Task</th>
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<th>What did you do?</th>
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<th>What did you learn?</th>
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Theme 2 – Quality First Teaching

Session 2

- Identify one key learning point from today’s session.

What will you now do differently in your classroom as a result of your learning?

What difference has this made to your pupils’ learning?
7. Reflection on Theme 3 - Working with adults other than teachers in the classroom

Session 1

- Identify one key learning point

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<thead>
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<tr>
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<th>What did you learn?</th>
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</table>
Theme 3 - Working with adults other than teachers in the classroom

Session 2

- Identify one key learning point from today’s session.

What will you now do differently in your classroom as a result of your learning?

What difference has this made to your pupils’ learning?
### 8. Reflection on Theme 4 – Inclusive Classrooms

**Session 1**

- Identify one key learning point

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<th>Task</th>
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<tr>
<td>What did you do?</td>
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| What did you learn?                                                  |
Theme 4 – Inclusive Classrooms

Session 2

- Identify one key learning point from today’s session.

What will you now do differently in your classroom as a result of your learning?

What difference has this made to your pupils’ learning?
9. Reflection on Theme 5 – Assessment for learning

Session 1

- Identify one key learning point

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<thead>
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<th>Task</th>
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<td>What did you do?</td>
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<td>What did you learn?</td>
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</table>
Theme 5 – Assessment for learning

Session 2

- Identify one key learning point from today’s session.

What will you now do differently in your classroom as a result of your learning?

What difference has this made to your pupils’ learning?
10. Reflections on key pieces of reading (if applicable)
11. Reflections on online materials (if applicable)
12. Reflections on mentor sessions

Your mentor will work closely with you during the course of your NQT year. It would be useful to record the sessions and the key discussion points that take place, particularly around lesson observations and feedback from the sessions.
13. Activity in preparation for the final session

For the final celebration, please bring along evidence of an area of your work where you feel you have been successful, and proud to share with others. This could be children’s work or it could be a rap, a poem, a short PowerPoint etc. It should illustrate your growth during the year into a successful teacher and leader of learning.

Use the space below to reflect on your learning during the NQT year, from the sessions, the work in school, readings etc
14. NQT REFLECTIVE LOG - how to think about reflecting on your practice

The following article may help you if you are considering taking the accreditation route using the Independent Study module at the IOE worth 30 M level credits.

You need to apply via UK Pass and identify the IOE as the place of study and indicate the Masters that you wish to apply for. Usually you are able to transfer any credits, up to a maximum of 60, from your PGCE course.

This is your creative thinking space. Please use it!!!

Laurel Richardson, Professor of Cultural Studies at Ohio State University, outlines the value of keeping a research journal:

Use “writing up” your field notes as an opportunity to expand your writing vocabulary, habits of thought, and attentiveness to your senses, and as a bulwark against the censorious voice of science. Where better to develop your sense of self, your voice, than in the process of doing your research? Apply creative writing skills to your field notes. You may need to rethink what you’ve been taught about objectivity, science and the ethnographic project. What works for me is to give different labels to different content. Building on the work of Glaser and Strauss (1967), I use four categories, which you may find of value:

- **Observation notes (ON):** these are as concrete and detailed as I am able to make them. I want to think of them as fairly accurate renditions of what I see, hear, feel, taste and so on. I stay close to the scene as I experience it through my senses.

- **Methodological notes (MN):** These are messages to myself regarding how to collect “data” – who to talk to, what to wear, when to phone, and so on. I write a lot of these because I like methods, and I like to keep a process diary of my work.

- **Theoretical notes (TN):** These are hunches, hypotheses, poststructuralist connections, critiques of what I am doing/thinking/seeing. I like writing these because they open my field note texts to alternative interpretations and a critical epistemological stance. They provide a way of keeping me from being hooked on one view of reality.

- **Personal notes (PN):** These are uncensored feeling statements about the research, the people I am talking to, my doubts my anxieties, my pleasures/ I want all my feelings out on paper because I know they are affecting what/how I lay claim to know. I also know they are a great source for hypotheses; if I am feeling a certain way in a setting, it is likely that others might feel that way too. Finally, writing personal notes is a way for me to know myself better, a way of using writing as a method of inquiry into the self.

Keep a journal. In it, write about your feelings about your work it becomes the “historical record” for the writing of a narrative of the Self.
15.  Possible readings - particularly if you wish to gain accreditation

**Emotional Intelligence**


**Managing staff, motivation and morale**


**Learning Centred Leadership**


