



**Baroness Delyth Morgan**

Parliamentary Under Secretary of State for Children, Young People and Families

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0870 0012345 dcsf.ministers@dcsf.gsi.gov.uk

Baroness Walmsley  
The House of Lords  
London  
SW1A 0PW

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Dear Joan

During our debate in the House on 4 March about “the significance for society and the economy of policies to provide and support teaching excellence in schools, colleges and universities”, you spoke about extending access for teachers to training and contact with training providers into a second year, and I said that I would write to you and provide more detail.

Firstly, it might be helpful if I set out a little detail about current arrangements for the induction of Newly Qualified Teachers (NQTs). After completing initial teacher training (ITT) and gaining Qualified Teacher Status, NQTs taking up their first post in an eligible school have to undertake a statutory induction period; usually lasting an academic year. During this period it is essential that they receive a personalised, supported programme and a reduced timetable, so that they have the time and support to focus on their professional development needs. Throughout the induction period they are assessed against the core standards which form part of the professional standards for teachers framework, and to help them they are assigned a suitably qualified induction tutor. The NQT should also have access to a Career Entry and Development Profile to enable them to make constructive connections between ITT, induction and further stages of their development as a teacher.

From this April, NQTs who took up post in eligible schools from September 2009 will be able, if they so wish, to begin studying towards the new Masters in Teaching and Learning (MTL). This will build on ITT and induction and have immediate relevance to teaching and learning in the classroom, focussing on developing and further improving teachers’ practice through enquiry and use of evidence.



department for  
**children, schools and families**

This programme will take approximately three years to complete and participants will be mentored by an in-school coach and HEI tutor. The MTL has three phases: in the first, teachers develop skills of enquiry; in the second they focus on the four core content areas; and in the final phase they deepen their professional knowledge by undertaking specialist study. MTL will be highly personalised in terms of content, pace, delivery and assessment to ensure that the programme meets each teacher's needs.

The MTL has four key areas of content, which all participants must cover:

- teaching and learning, and assessment for learning;
- how children develop, the Every Child Matters agenda and narrowing achievement gaps;
- curriculum development and subject knowledge for teaching; and
- leadership and management, and working with others beyond the classroom.

I hope this information is useful and helps to address your concerns about the support that new teachers receive.

I will place a copy of this letter in the library.

*Yan*

A handwritten signature in black ink, appearing to read 'Delyth Morgan', with a long horizontal stroke extending to the left.

**DELYTH MORGAN**