



Half year progress report on the 'Reform' element of the Local Authority Education Grant (LAEG)

Progress Report: 01/04/2024 – 30/09/2024

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REFORM

The Curriculum for Wales - Support schools and PRUs' understanding and approaches in working with the Curriculum for Wales, enabling practitioners to undertake a range of activities to realise the Curriculum for Wales, to develop their skills, knowledge and practice.

BUSINESS PLAN: CROSS CURRICULAR SKILLS

3-8

Bespoke support has been delivered to schools causing concern across the region. Overall, nearly all schools causing concern are making steady or good progress against agreed actions and all staff and stakeholders upskilled during the process. Support is developing practitioners' understanding of progression in the cross-curricular skills and integral skills across the developmental pathways of Enabling Learning to the end of PS2 in all AOEs. Support also improves their understanding of Foundation Learning principles and pedagogy impacting positively on the quality of provision and upon pupils' skills progress.

3-8 network delivered for practitioners and Supporting Improvement Advisors (SIAs), sharing guidance on developing cross curricular skills through Science and Technology AoE. Case studies shared by schools involved in GwE's informed research projects on 'Play, Ask, Observe' approach. Those who attended developed their understanding of effective strategies, provision, and purposeful learning experiences to support knowledge and understanding of the 'Play, Ask, Observe' approach. Case studies also supports their understanding on how they can apply and embed these practices in school. Presentations and case studies have been uploaded to a Google Classroom enabling all practitioners that attended to access them.

Regional workshops have been delivered for teachers and TAs new to the 3-8 age group, focusing on the principles of skills development in Enabling Learning and all AOEs within effective and developmentally appropriate pedagogy. Those who attended have a secure knowledge and understanding of the three enablers within Enabling Learning, pedagogy and planning for skills and knowledges development within their curriculum to transfer into classroom practice.

Developing a deep understanding of the 5 mathematical proficiencies workshops have been delivered for teachers and teaching assistants. All practitioners have been upskilled on how to develop a conceptual understanding of number through a range of pedagogic approaches; how to plan meaningful mathematical challenges within provision; how to embed routines to develop mathematical reasoning and problem-solving within a numeracy context and across all AOEs.

Bespoke support has been delivered to individual schools and clusters on specific aspects of the Curriculum e.g. early reading and higher order reading skills, authentic and purposeful learning, role of the adults, numeracy, planning and outdoor learning. This has upskilled staff on the 3-11 continuum regarding expanding and deepening skills within a developmentally appropriate curriculum.

Issues or new risks identified for this reporting period includes:

- Planning the progression of skills from the Developmental Pathways to the end of Progression Step 2.
- Planning learning experiences that challenge all pupils.
- Pedagogy in Years 1 and 2

3-day programme- Developing rich learning opportunities and learner skills through the science and technology AoE day 2 & 3 Primary practitioners (8-11)

During the Summer term, the final days of the three-day programme for teachers (8-11) focusing on the development of cross curricular skills within the Science and Technology AoE was delivered in both Welsh and English. Evaluations from practitioners noted:

- Confidence to be able to deliver Science & Technology within the new curriculum effectively.
- I hope to be able to inspire more of my colleagues to improve the standards in science and provide better opportunities for learners across the school.

- A greater understanding of science as a cross curricular topic for all staff in schools. A greater awareness of Science in STEM roles and encouraging Science skills for all individuals. Consistency in delivering skills and topics so all enquiry types are developed appropriately across progression steps.
- I have completely changed the way I teach Science - no more relying on dated schemes. I have the confidence to teach topics/projects enriched with cross-curricular skills.
- A brilliant 3-day course that has covered so much information, not only about science & technology, but with every AOLE across the curriculum.

Following on from the success of this programme, a similar format will be used for Topic planning and Cross Curricular Skills in KS2 over 2 days.

'Developing the Mathematical Proficiencies' 2-day programme for 8-14 teachers

This 2-day programme has been planned out and information shared with all schools in the region. Day 1 will be running repeatedly in 5 different locations across the region during the week commencing 14th October 2024, and Day 2 will follow a similar pattern during the week commencing 3rd February 2025.

To date, 94 practitioners have registered to attend. The expected outcomes are:

- gain a comprehensive understanding of the 5 mathematical proficiencies outlined in the Curriculum for Wales.
- gain strategies for planning a scheme of work that fosters the development of mathematical proficiencies among learners within curriculum planning.
- explore methods for developing conceptual understanding in Mathematics, including the use of concrete materials, visual representations, and real-world contexts.
- have a deeper understanding of disciplinary literacy in Mathematics, with a particular focus on oracy and exploring techniques for fostering mathematical discourse and communication among learners.
- develop a deeper understanding of effective questioning in Mathematics and practical ideas for developing logical reasoning and problem solving.

Financial Education workshop for 8-14 teachers

- This workshop has been timetabled to run repeatedly across 6 different locations/sessions starting the week commencing 20/1/25.

Progressively planning for Literacy, numeracy, and digital skills within an 8-11 classroom topic.

This 2-day programme has been planned out and information shared with all schools in the region. Day 1 will be running repeatedly in 5 different locations across the region following half term, and Day 2 will follow a similar pattern during March 2025.

Registration has not closed yet for this event, to date 88 practitioners have registered to attend. The expected outcomes are:

- Understand how to combine literacy, numeracy, and digital skills to create rich learning experiences for all learners.
- Engage in practical opportunities to develop and apply cross curricular skills within authentic and real-life contexts.
- Broaden experiences to enrich and enhance their curriculum design.
- Further understand the benefits and importance of cross-curricular learning.
- Increase learner engagement through relevant and meaningful learning experiences.

Secondary Numeracy Leaders Regional Meeting

This meeting took place on 25 June 2024, with a total of 45 attendees across the 54 secondary schools in the region. Contributions received from Estyn and Natural Resources Wales who ran workshops during the day. Key outcomes from the day for attendees:

- Receive up to date messages by Estyn around effective Numeracy development, which are informed by current findings in Wales.
- Gain ideas and resources coherent with Curriculum for Wales by taking part in a practical workshop run by Natural Resources Wales.
- Gain a deeper understanding of their roles in driving and improving Numeracy in their settings.

- Utilise resources and messages from this day to improve the quality of teaching and learning of Numeracy within their settings and share their progress in the next network meeting.
- Have an opportunity to network with other Numeracy leaders in their region

The attendees completed a feedback form on the day. 100% of attendees rated the day as either very useful or useful, with 63% stating very useful.

Secondary Numeracy Leaders Local Network meetings

6 local network meetings have been planned (week commencing 18 November) with nearly all secondary schools expected to attend. These meetings will be a follow up to the June regional meeting, focusing on sharing good practice and progress. There will also be a focus on exploring Numeracy in Science in greater depth, and upskilling Numeracy leaders on effective use of the personalised assessments, which will include familiarising them with the new reports available this academic year.

Issues or new risks identified for this reporting period:

- Limited capacity with only 1 Mathematics & Numeracy SIA for Secondary and 1 for Primary – the team has been reduced from 3 to 2 SIAs but the demand for bespoke, local & regional support has not.

GwE Digital Professional offer

Wide range of courses have been developed following feedback from practitioners. With financial pressures from schools, more focus has been put on identifying opportunities to get the most value for money from the professional offer. These include continuing on the success from last year's trial of a cross curricular skills course on the opportunities of digital skills to support the delivery of literacy skills. Responding to feedback from practitioners, they found that these practical courses provided a context to the digital skills to support another element such as oracy. To meet the challenges that school faces of the continuing need of CPD, but also limited availability to release staff we have used this model to develop most of our courses this year. 51 CPD training courses have been planned for this financial year, and we have also included training into the agenda of regional networks with the aim of securing that the key messaging reaches schools.

To date 735 members of staff across the region have registered to attend training from our Professional Learning (PL) offer. 652 are for digital training specific courses, with 83 having attended or registered to attend the Secondary Digital Networks. To date 37% have been completed with the remainder planned for future dates and are available on the GwE PL offer for schools to register.

An additional 3 progression maps have been created via cross consortia regional Partnerships and the feedback from practitioners has been very positive. Senior leaders in schools have also praised the resources to allow them to have a clear guidance to ensure staff plan for the progression in cross curricular skills.

18 months from launching the 6 steps strategy the outcomes can start to be seen in schools. Recently many schools who have had Estyn inspection, their reports refer to that clear strategies are in place for cross curricular skills. Due to the success of the 6 steps strategy, our focus in our Networks and PL offer has changed this financial year to ensure practitioners understand what is planning for progression and how it looks like in the context of Digital work.

Strategic planning and evaluation of cross-curricular skills across the curriculum (for members of SLT in secondary schools)

One day of training was held in September for secondary SLT members leading on skills, with the focus on 'Strategic planning for progression and continuation in cross-curricular skills'. There was good attendance, with a total of 44 school leaders from 33 secondary schools, 1 PRU and 2 special schools attending. The day was in 4 parts, giving a high-level overview of whole school expectations in relation to leading strategically on skills, before focussing on strategic planning for each skill: Literacy, Numeracy and Digital Competence.

The feedback at the end of sessions was positive, with comments noting attendees have a better understanding of strategic planning to develop skills and improve standards in skills, and how to evaluate progress and standards in skills. Several noted they have a better understanding of roles and responsibilities in relation to driving skills across the school, and the importance of collaboration on all levels of leadership to ensure progress and impact.

Most appreciated the resources and examples shared in the sessions, also noting the benefit of discussion with peers from other schools. A minority of attendees were new in their role of strategic lead, and noted they had learned a lot from the presentations and that the training has equipped them to consider their journey of planning for progression in Skills.

It is concerning that not all secondary schools in the region attended training, especially so when considering the importance of the skills agenda on a national level and school demand for support in this area. Schools across the region will need to strengthen their school-to-school collaboration in line with Welsh Government guidance in order to ensure development in this area. The associated risks are numerous, with some schools reluctant to release staff due to a lack of capacity.

BUSINESS PLAN: INTERNATIONAL LANGUAGES (IL) FOR PRIMARY AND SECONDARY

Support primary and secondary practitioners to deliver international languages within the Languages, Literacy and Communication AoLE.

A range of range of PL activities have been facilitated for primary and secondary IL practitioners. These include:

- Language Upskilling on-line courses for primary and/or secondary teachers: 84 teachers are currently registered and using the courses to develop their international language knowledge and skills. The course is for complete beginners and individuals access the lessons at their convenience. The unlimited access for two years and the individual accounts enable busy teachers to manage their time and workload as they best see fit. Confidence in teaching languages is raised as each lesson includes some pedagogical tips and tasks to apply in class.
- Institut français- IL in primary sector. Progression and assessment. On-line after school-national: 8 schools, 10 teachers attended the on-line training session by Institut français. Feedback was very positive as it enabled to share a better understanding of progression for International Languages at primary level and how to ensure learning is purposeful and secure.
- Routes Primary Toolkit Launch. Routes Cymru. Bangor University. Face to face school day: The Language Superheroes Day for year 5 took place on 17/6/24. The day was very well attended (full capacity) with 5 schools: 10 teachers and 106 pupils. Ideas for teachers and students to get involved in activities to develop and promote languages in school were shared and discussed. Pupils took part in various cultural and language workshops. Feedback was extremely positive from both staff and pupils.
- Immersion training - France/ Spain. GwE Taith + GF GwE: 28 primary and secondary teachers completed the one-week immersion course in France and Spain. On their return, teachers have started to develop provisions and practice further. The activity was extremely successful and feedback unanimously positive. Confidence, expertise, sense of direction, enthusiasm for teaching languages and new planning mindset are amongst the main take aways from teachers. Impact in schools is already evident: senior teams and governors are very supportive and new schemes of learning are being developed to reflect the staff learning on IL teaching and learning. Teachers have shared their experience with their colleagues and school community and will continue to do so with the rest of the region via our network meetings and other professional learning events.
- PL session with guest speakers: IL experts: Oracy and Sanako Connect: Group Talk: Secondary, on-line: 3/7/24: The session was well attended. Twelve schools, 15 teachers. The session was recorded and shared with the rest of the network for information. Feedback was extremely positive. The strategies and model to develop more spontaneous and confident speakers were very well-received and easy to use in class. Quality and practical resources were shared with all teachers to use as part of the Sanako system or just as teaching resources. A follow-up session will take place face to face on 15 October as part of the IL network meeting.
- The following sessions are now planned and organised with registration in progress:
 - Explore multilingualism across the LLC Area - joint-working between IL, Welsh and English as subjects. 13/11/24 @3:45pm. On-line. With Follow up activity in February-March (tbc).
 - Embedding Languages in the primary curriculum: Power language primary training. Face to face. 26/11/24 & 27/1/25
- Support IL practice with Sanako Connect Technology and training: 15 schools are currently able to access and use the licenses. All of these schools have been trained and some have engaged in further individual training. Follow up and updates on progress and impact will take place in the IL network meeting in October.

- Termly Network meetings: Sharing good practice, Creative planning, International and Cultural dimension, Oracy skills, Progression Assessment, Plurilingualism. Secondary IL Network met on 10/06/2024 which was very well attended by 28 schools. It was a very successful day and feedback was very positive. Teachers felt supported, inspired and appreciated having time to network, share ideas, present and discuss practice. The format of the day, which allowed some time to present, some work done in school in more detail, to reflect on own practice and to further their own planning, was very well-received. Teachers would prefer a similar format for future meetings.

Support multilingualism and increase the numbers of learners studying languages at all levels.

- Language Feast: Year 8- with Routes Cymru and GF partners. Bangor University: Pupil Language Ambassadors Scheme Year 8 Day: 24/6/24. The day was very well attended (full capacity) with 11 schools and 151 pupils registered. Pupils took part in various cultural and language workshops. Feedback was extremely positive from both staff and pupils. Pupils were also trained to become Language Ambassadors. This was a great opportunity to engage many more pupils in the scheme than in previous years. Pupil feedback clearly indicates that all participants thoroughly enjoyed the day which broadened their horizons and are now ready to promote languages in their schools and working as ambassadors. The feedback also showed that being at the University, attending workshops in lecture rooms, meeting students and touring the site also raised learners' aspirations.
- Song Jamboree: Lead schools' resource with videos of pupils interpreting a song in the international language: The Song Jamboree resource has been shared with all schools with follow-up activity to be confirmed.
- Wales-Brittany partnership: Continue to support and guide schools in their project and partnerships with their partner schools in Brittany: All links with our partners in Brittany have been established. Twenty-six schools in the GwE region and Brittany (21 primary and 5 secondary) are now in partnerships. Most of the main projects started in September for the majority of schools. Initial pupil virtual exchanges have been undertaken by most schools in previous months. Some schools are planning a teachers' exchange as well. Some schools will share their development with the network at the face-to-face training sessions in October and November. Others will share it via a case-study. Further links for other schools to find partners abroad will be shared at our Professional Learning events in November.
- Routes primary toolkit: Continue to promote the resources to primary schools: on-going. Twenty-two schools in GwE have requested the resources and used them to introduce IL in their curriculum.

Engagement and participation

- Encouraging secondary schools' engagement with the Cardiff University mentoring programme: Recruitment for the MFL Mentoring scheme has completed. Excellent uptake again this year with 21 schools which will be involved from October 2024. Some schools are engaging with the scheme for the first time this year or have decided to be reengage with the scheme. Monitoring and reporting by the MFL mentoring team will continue to be reviewed and analysed to better inform our offer and support schools in the region.
- Funding primary practitioners to participate in the Open University Teachers Learning to Teach languages (TELT) programme: Recruitment for the TELT course has completed. Excellent uptake with 12 teachers enrolling in the Open University course. The course will start on 05/10/2024. Since 2018, Global Futures has enabled 78 primary teachers to further extend their professional learning and expertise through this partnership and course.

Planning and communication: Support the effective delivery of international languages

- Global Futures primary and secondary teams: school leads in primary and secondary to inform, guide, support and implement the delivery of the business plan: The GF Teams meet regularly on-line or face to face. The 3 secondary and 9 primary lead schools are supporting the GF GwE Lead in supporting schools and devising a support programme and offer which is relevant and impactful for staff and pupils. All Lead schools are involved in the various projects and are able to offer advice and guidance from practitioner to practitioner. This is very much appreciated by other practitioners who like the practical application of evidence-based approaches as well as the inspirational ideas and mindset. This year, an additional school who have opted for BSL as their main international language have joined the team and will provide an insight into their journey and planning process.

- Half-termly newsletter and platforms: inform and promote latest developments in IL, PL opportunities and student events or activities: All schools and teachers have the opportunity to access the information and offer from a range of channels. Global Futures programme and offer is visible and welcomed.
- Global Futures GwE Google website: the website continues to be populated with recent developments. Schools also share their work in presentations done during the various PL events. All schools and teachers have the opportunity to access the website and find ideas and inspiration to develop their own curriculum.

REFORM

Professional Learning and Leadership – develop and deliver professional learning to enable schools and PRUs to develop reflective, enquiring and collaborative education professionals.

BUSINESS PLAN: SCHOOL-LED PROFESSIONAL LEARNING, ENQUIRY AND RESEARCH

NATIONAL PROFESSIONAL ENQUIRY PROJECT (NPEP)

Enable schools and settings to engage in enquiry, research and pedagogy to develop understanding and approaches to support their learners.

The 2024-25 NPEP cycle commenced in September 2024 with a series of meetings with lead and partner schools. GwE has allocated funding from Welsh Government for NPEP schools - for lead schools (16 schools) and for partner schools (53 schools).

At a recent meeting, the timetable for group meetings and also optional support sessions were outlined. Each term all lead schools will arrange an online meeting with all their partner schools and one of the research team to discuss the progress of schools' enquiry planning. As in previous years, the aim of this first autumn term session is to begin to narrow down and identify the detail of the enquiry focus. A series of on-line support sessions have also been organised for schools.

The next steps planned for the autumn term are as follows:

- Write to all schools to confirm the lead-partner groupings, including the contact emails for teachers in each school.
- Lead schools to organise their first autumn term group meeting and invite one of your link research team.
- One of the research team will be in touch with new NPEP schools to arrange access to our NPEP Teams site and to explain how to upload reports onto the EWC PebblePad platform.
- Schools consider attending one of the optional support sessions in October and November.

A target of recruiting and maintaining 63 partner enquiry schools had been set for 2024-25. This could be a challenging target to meet due to schools reporting limited capacity to engage in NPEP enquiry work due to other school pressures and limited staff capacity.

BUSINESS PLAN: NATIONAL PEDAGOGY PROJECT

National Network Conversation

GwE lead SIA has attended National Pedagogy Project meetings on 26/04/2024, 09/05/2024, 07/06/2024, 19/07/2024 and 20/09/2024 with Regional Leads to discuss the National Network Conversation that took place in Llandudno in July 2024.

Thirty-seven schools attended the day, including secondary, Special and PRUs and primaries. Seven additional teachers from regional schools were facilitators to support the day. All schools were given input on aspects of curriculum, progression and pedagogy through Welsh Government, Graham Donaldson and regional schools.

The key learning for schools was:

- A strong 'why'! Being purpose-driven at the level of curriculum design needs to be complimented with learning experiences being perceived by learners as purposeful and meaningful.
- Holistic and child centred - this means that the planning of learning experiences relates strongly to the needs and interests of the 'learners in front of you' in a holistic way. This requires a coherent and consistent

understanding of the four purposes and their under-pinning characteristics, skills and what matters. This goes 'beyond just tests' and standardised scores whilst recognising these play a part.

- What does this mean for how we think about pedagogy and teaching? A key role of the teacher is as the enabling adult and facilitator of learning to support the progress of the 'learners in front of you'. This involves observing, listening, questioning, inspiring and collaborating with learners as well as modelling thinking and the process of learning.
- Is it impacting on learning and progress? To reflect on impact within the context of the previous three themes, it is recognised that there needs to be a shift of mind-set and culture across different organisations there needs to be a shared understanding and consistency of expectations.

Camau

GwE lead SIA has attended Camau meetings in April, June and September 2024.

Two primary schools from the region have taken part in Phase 2 of the Camau project. Practitioners have started with the process approach as the basis of curriculum development and then create relationships with the published curriculum and its mandatory elements. There are three elements to the process approach:

1. What is the focus of the topic? Why is this worthwhile for children and young people to learn? From this, what is the aim?
2. What are the educational processes involved in learning this? What pedagogies, activities, experiences?
3. How will you assess pupil learning?

The schools will report back during October 2024.

Welsh Curriculum Learning Design (WCLD)

GwE lead SIA has attended meetings in April and May 2024 with Regional Leads to discuss the Learning Design Project for this year. This will continue to support the Schools Partnership Project Collaboration. GwE SIA has also attended the full day feedback day on 18/06/2024 with schools and regional partners online and has attended online meetings in September 2024 with regional partners to design this year's WCLD project.

Three schools attended the feedback day, including two headteachers who have supported the programme. All schools focused on digital supporting reading. One school used digital to support reading through the teachers recording decodable phonics books and sending them home for the parents to reinforce the phonics learned. The latest parents' evening feedback was that it was an overall success and was accelerating the pupils' reading skills.

One school focused collaboratively on older pupils supporting younger pupils reading through Google classroom apps. There has been positive feedback about attitudes to reading, the older pupils particularly benefitted from building relationships with the younger pupils.

Two schools have contributed to a national support resource for digital to support pedagogy.

BUSINESS PLAN: TEACHING ASSISTANTS LEARNING PATHWAY

National evaluation forms are used for each programme, based on the Kirkpatrick model.

The Induction programme has been reviewed by the National Group during the summer term. This has ensured the Induction Programme is up to date and relevant to the priorities of schools and Welsh Government. The national Communication Department is advertising the revised programme, and details are included in the GwE Bulletin.

The content of the Practising Teaching Assistants programme has been reviewed by the National Group during the summer term. This has ensured the programme is up to date and relevant to the priorities of schools and Welsh Government. The programme is offered to clusters of schools. Two clusters have completed the training since April 2024, 3 clusters have started, and another 2 clusters/schools have committed to run the training during 2024-25.

Twenty-seven teaching assistants have completed **Cylch/Round 8 of the Aspiring HLTA programme**, and 27 have applied for HLTA status assessment during the autumn term 2024. Fifty applications have been received for Cylch/Round 9 of the Aspiring HLTA programme, and 49 will start the training in October (7 Welsh-medium and 42 English-medium).

Cylch/Round 10 of the **Aspiring HLTA programme** has been advertised in the Bulletin and on the Google Classroom for Assistants, and the deadline for applications is 25/11/2024. The programme will start in January 2025.

A mandatory refresher session has been held for **HLTA assessors** undertaking Cylch/Round 7 and 8 assessments, upskilling and empowering HLTAs and teachers who are guiding and supporting colleagues in their settings.

Cylch/Round 7 assessments have been completed for candidates, with 31 meeting the national standards for HLTA status, i.e. 100% of candidates. Robust regional and national moderation sessions have been held for quality assurance purposes, and it was noted the overall standard of reflections is higher than previous years due to the standard of face-to-face discussions and professional interaction during the programme. Feedback in initial evaluation forms, and following the assessment process, is very positive, with nearly all participants stating they either 'agree' or 'strongly agree' with the statements.

A virtual network meeting was held for the region's teaching assistants in May 2024, where one of the TALP facilitators gave a presentation on behaviour strategies.

The Miles Dyslexia Centre, Bangor University has been commissioned to deliver Dyslexia training to 15 assistants, leading to Accredited Dyslexia Practitioner Status. Training will be delivered during the autumn and spring terms. The first day has taken place in the Miles Dyslexia Centre, Bangor University and the remaining sessions will take place in Bryn Eirias.

BUSINESS PLAN: A LEVEL AND WELSH BACC

To provide support to improve teaching and learning of A Levels and the Advanced Welsh Baccalaureate in school sixth forms.

Support schools to access and make best use of resources to support learner transition.

- Business Studies and Psychology workshop 9/7/24: All 5 attendees found the workshop very useful. Positive delegate feedback referencing teaching and learning activities, intervention approaches, provision planning, assessment planning and shared examples of lessons. Further collaboration with more schools would be appreciated in the future
- Post 16 Event 28/6/24: 33 attendees: A full day event held at Conwy Business Centre. With the theme of 'The changing face of our Sixth Forms', the programme included: 'Papyrus UK – Suicide Prevention', 'University of Bangor – supporting learners with Post 18 transitions', 'Pastoral support for post 16 learners, improving attendance and signposting external support', and 'Support for pre-16 transition, pastoral support and delivery of the Skills Challenge Certificate'. All attendees found the event very informative and appreciated the invaluable presentations from the region's Heads of 6th Form. Presentation from Papyrus was also very powerful, and schools appreciated knowing how to seek advice and support. Bangor University also shared useful information and dates regarding their transition / support for student days and also shared an enlightening insight into 1st year University students' concerns and challenges.

Develop and deliver professional learning to support the teaching of the Advanced Welsh Baccalaureate.

- Welsh Baccalaureate network meeting 13/6: 17 attendees. All attendees found the afternoon to be very useful and appreciated being able to share ideas regarding provision and planning for assessment for the new qualification. Schools will continue to collaborate and share resources on the Teams group.

BUSINESS PLAN: INDUCTION / EARLY CAREER SUPPORT PACKAGE

Induction

The new arrangements for Newly Qualified Teachers (NQT) mentoring have been fully implemented reflecting the Welsh Government's arrangements. As a result, mentoring has already been strengthened and NQTs are more effectively supported. Initial conversations with NQTs in school show they have settled well, and the new arrangements are working positively. National professional learning for NQTs is already underway. From November 2024, regional professional learning is commencing which meets the bespoke needs of our region's teachers and take place locally within our local authorities. The GwE NQT lead coordinates this professional learning as well as arrangements for mentoring and has met with colleagues nationally in order to facilitate this. NQTs are currently positively compiling their Induction portfolios in line with new national expectations. There is a statutory requirement for regional moderation of these portfolios ahead of national moderation in the summer term 2024. There is a significant risk that the statutory requirement for regional NQT moderation ahead of National moderation

in the summer term may not be met due to the potential lack of a regional approach to Early Career teaching and the potential lack of a regional NQT lead after April 2025.

Initial Teaching Education (ITE) and professional learning

Planned professional learning for Early Career teachers has been mapped to NQT sessions at an enhanced level. These are bespoke to the regions needs and focussed, for example, on managing pupils' wellbeing and challenging behaviour, improving 3-8 provision and supporting teachers to develop the pedagogy of feedback. However, the full aim of the accredited professional learning pathway which is bespoke to our region is now uncertain due to the impact of the middle tier review.

Plans for joint professional learning continues. The CaBan Management Board fully support this development and were considering ways to fully accredit joint professional learning. Initial meetings have been held between GwE and CaBan, and with the OECD (June 2024) to evaluate strengths, current needs and future teachers. Feedback from the OECD was highly positive around the potential impact of ideas for joint professional learning within the CaBan partnership region. As things stand, it is unclear if the regional approach to Professional Learning will continue in this area. As a result, the joint professional learning capacity of the partnership is now limited. However, we are continuing to plan what is necessary and possible in the short-term in line with the business plan. This includes 9 GwE staff supporting students this term by providing regular sessions on a wide range of curriculum planning and content in both primary and secondary phases through both languages. These sessions have been fully attended so far by all students and have been received very positively.

Under WG's newly published statutory ITE criteria (September 2024) there is a requirement for a regional approach to professional learning for early career teachers which ensures that ITE and NQT professional learning complement each other. As things stand, currently this Education Workforce Council (EWC) statutory accreditation criteria is at significant risk of not being met in the GwE region after April 2025.

Improve provision for ITE

The CaBan partnership was successful in accrediting Wales's first Additional Learning Needs teaching pathway, and the first cohort of students are now studying teacher training bespoke for pupils with ALN and about to go out on their initial placements. This has gained a considerable amount of positive publicity for the partnership. Through the business plan, GwE staff have been integral to programme development (over two years) and accrediting the programme through meetings with the EWC in April 2024. As Wales's first ITE programme in this critical area of regional need, Welsh Government are currently proposing to sponsor long term research into the impact of the new upskilled teachers on ALN pedagogy and met with GwE and CaBan staff to initially develop this in May 2024. However, there is a risk that GwE's role within this will cease in April 2025 before the associate teachers are able to gain Qualified Teacher Status (QTS) which is a significant risk to self-evaluation and impact.

GwE staff continue to be involved in quality assurance and quality effectiveness processes within the CaBan partnership which helps to ensure that self-evaluation and improvement processes are robust. GwE staff continue to fully support the region's accredited ITE programmes at CaBan and the Open University through strong collaboration, attending relevant meetings and working directly with lead and network schools where appropriate.

Recruitment to CaBan and Open University Programmes is very strong in 2024-25, particularly within the Welsh Medium sector. CaBan currently run Wales's only ITE Welsh medium programmes which are wholly through the medium of Welsh. Recent EWC reports have noted the strength of GwE in the CaBan partnership in shared self-evaluation. Professor John Gardner has also recently reviewed Bangor University across all faculties and reported *'the relationships with local schools and other stakeholders, primarily through CaBan and GwE, are nothing short of outstanding in all aspects: collaborative working and engagement, organisational structure and as a platform for research in schools.'* There is a significant risk that this regional work, which impacts very positively on our region's schools and early career teachers, will cease in April 2025.

BUSINESS PLAN: FUTURE LEADERSHIP PROGRAMMES

As a result of effective delivery of the Middle Leadership Development Programme (MLDP), Senior Leadership Development Programme (SLDP) and the Programme for New and Acting Headteachers, evaluation forms indicate that there is raised confidence and effectiveness of school leaders at all levels among the 23-24 cohort. Applications

for the 24-25 cohorts of MLDP and SLDP are open. The new cohort of NAHT for 2024-26 will commence the programme in the Autumn term.

The delivery content has supported participants' understanding of their contribution to the development of a self-improving and collaborative system and develop their leadership skills through the purposeful use of the Framework for Evaluation, Improvement and Accountability and the NEIR tool.

The quality and level of networking and engagement during the programmes and afterwards has increased as a result of face-to-face delivery and additional opportunities for discussion and building professional relationships. This includes opportunities to discuss their commitments to act from the previous modules.

Delegates on all National leadership Programmes understand their leadership role regarding the successful implementation of CfW and the Framework for Evaluation, Improvement and Accountability.

Practitioners reflect on their own professional practice as school leaders against the National Leadership Standards effectively and identify the experiences they have built previously, but also which ones they need to pursue in future, particularly in the area finance, community engagement and innovation. The Leadership Experience Task facilitates opportunities to develop against the 5 standards purposefully.

Participants can formulate, drive and evaluate effective whole school improvement plans evidencing the impact of their leadership practice. The delivery of the Leadership Experience Tasks in November 24 will evidence the impact of their work on pupil outcomes, provision and their own personal leadership development.

All participants in the 23-24 cohorts have been encouraged where appropriate to aspire to the next level on the leadership pathway.

All practitioners have gained an enhanced knowledge of the leadership standards and how those standards can support their professional development.

Practitioners across MLDP and SLDP for 2024-25 will be supported by an effective network of facilitators, school-based mentors, leadership coaches, headteachers and SIAs. The regional business team will facilitate this support.

Due to the Middle Tier review, it is uncertain how or who will deliver the programmes once the regional service comes to an end.

The National Professional Qualification for Headship (NPQH) has been rewritten and is run nationally as opposed to regionally. As yet, it is not known how this will impact on the future content of regional programmes.