



# Business Plan Evaluation

March 2022



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## SECTION 1: Introduction

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This report provides an overview of the strategies and actions undertaken by Partneriaeth officers in support of school communities and Local Authorities during 2021-21 linked to Business Plan priority areas:

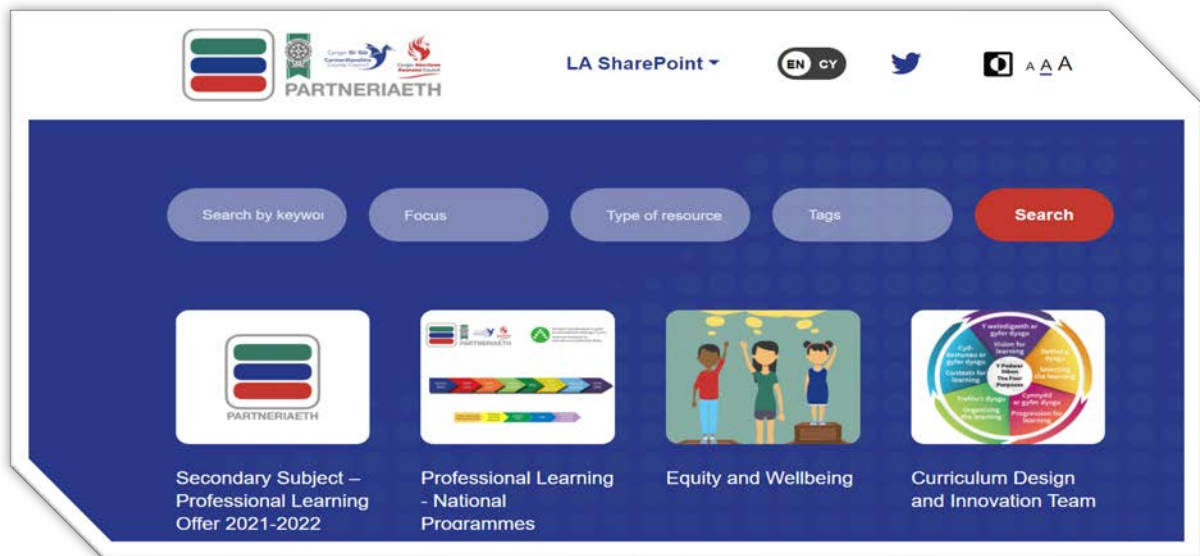
- *Curriculum*
- *Professional Learning and Research*
- *Equity and Well-being*
- *Leadership*
- *Digital Skills*
- *Cymraeg*

While it is accepted that the context and setting of each Local Authority in Partneriaeth is different, the purpose of collaborating on a regional level is to achieve a greater scale of economy through co-operation. Whilst changes and innovations can be incorporated to take into account local priorities or differences, there must remain a degree of regional consistency. This has been the case throughout this Business Plan despite the challenges of delivery for schools in a reduced ERW footprint of 4 partners and then a Partneriaeth footprint of 3 LAs – Carmarthenshire, Pembrokeshire and Swansea.

The report also considers areas where delivery/objectives have not been met and, where appropriate, how this will be addressed during 2022-23.

Covid-19 restrictions and subsequent staffing issues in schools has required a more agile approach to support and this has included a range of synchronous and asynchronous professional learning as well as bespoke support for schools/clusters both online and, where appropriate, through face-to-face sessions.

## Partneriaeth Website



<https://www.partneriaeth.cymru/>

A new website has been developed to detail the full range of support and professional learning opportunities provided by the Partneriaeth team to practitioners and leaders across the region. The offer outlined takes into account the challenging circumstances schools are facing at present and has been structured in a flexible way to ensure a range of synchronous and asynchronous training and professional learning.

This website is still under development and will be regularly updated with PL and additional Curriculum for Wales support / guidance.

## SECTION 2: Business Plan Overview and Activity

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### Curriculum

Partneriaeth will ensure that all schools and settings are supported to:

- realise the school vision and aspiration for every child to embody the four purposes
- be designers of their own inclusive, authentic and meaningful curriculum
- develop the effective and varied use of pedagogy using evidence-based inquiry approaches to strengthen learning, teaching and assessment
- be informed of developments in qualifications and assessments
- collaborate within and between settings to develop and share their thinking
- deliver appropriate support for the 'Learning Forward' agenda post-Covid19

A range of valuable opportunities have been developed at a regional level to ensure that leaders engage with experts on curriculum design. For example, virtual workshops have been delivered by George MacBride of Glasgow University, focusing on Designing the School Curriculum. In addition, Developing the Curriculum workshops have been developed and delivered by Professor Mark Priestley of Stirling University. There have also been sessions developed on Sharing Practices for RSE facilitated by Dr Esther McGeeney and Professor EJ Renold.

These have been informed and selected by feedback from schools, Local Authority school improvement teams and Partneriaeth staff. This includes the following workshops:

George MacBride - Designing School Curriculum: Starting Points

Attended by 198, representing 150 schools

Professor Mark Priestley - Developing the Curriculum: Concepts and Practices

Attended by 79, representing 66 schools

93% of attendees provided positive responses to these sessions and, in the best cases, leaders have used the materials provided to lead and replicate discussions and considerations in the context of their own schools to support their curriculum design process.

Further expert support has been provided by Dr Ester McGeeney and Professor EJ Renold for Relationships and Sexuality Education. Limited to 60 places for teachers and leaders across 2 cohorts, the demand for this programme is oversubscribed and a third cohort will begin in the new year (January 2022).

In each of these workshops, appropriate time has been allocated to ensure effective collaboration across settings with supply costs covered to ensure strong attendance. All workshops developed have been made available as both synchronous and asynchronous sessions to allow schools to access in their own professional learning sessions.

School Improvement Advisers across Partneriaeth have been invited to attend all workshops to ensure aligned messages when supporting schools and resources have also been widely shared. This has included a Four Purposes and You reflection tool and Four Purposes

Characteristics materials and tasks explored through whole school and AoLE Vision workshops.

Each AoLE has a bilingual workshop which can be delivered synchronously or accessed asynchronously which considers initial engagement with the guidance materials and the vision its teaching or learning. This can be by developing a vision for the AoLE or considering how the school vision is articulated through each respective Area. A majority of the schools currently in Partneriaeth have engaged with these workshops synchronously. Asynchronous support has been accessed by 2,466 individual users across the 6 areas since January 2021. In the best cases schools and settings have developed AoLE visions which contribute to the development and delivery of the whole school vision or clearly articulate their whole school vision through the lens of each AoLE.

All schools and settings have been supported to be designers of their own inclusive, authentic and meaningful curriculum through a range of Partneriaeth activity. A range of virtual workshops have been developed and delivered on Designing the School Curriculum and Developing the Curriculum – concepts and practices by George MacBride and Professor Mark Priestley.

The cross-regional offer has been delivered in line with national programmes for senior leaders with a specific focus on:

- Creating Time and Space
- Leading Pedagogy
- Managing Change
- Developing Vision

Whole School and AoLE Vision workshops for senior leaders, middle leaders, curriculum leads and practitioners have been delivered and all of are available asynchronously to ensure strong engagement. Bespoke support has been delivered to those schools/clusters in need of additional support from Partneriaeth officers. This has been brokered through conversations with our school improvement partners in the local authorities.

Bilingual asynchronous and synchronous workshops have been developed and delivered by the Curriculum Team and are offered to all to support the ongoing curriculum reform for the following aspects:

- Vision - Accessed by 1,023 individual users asynchronously and delivered to 42 (in revised footprint) schools synchronously
- Pedagogy - Accessed by 382 individual users asynchronously
- Collaboration - Accessed by 320 individual users asynchronously
- Progression and assessment (i & ii) - Accessed by 824 individual users asynchronously

*(All information provided January 1st - December 1st, 2021)*

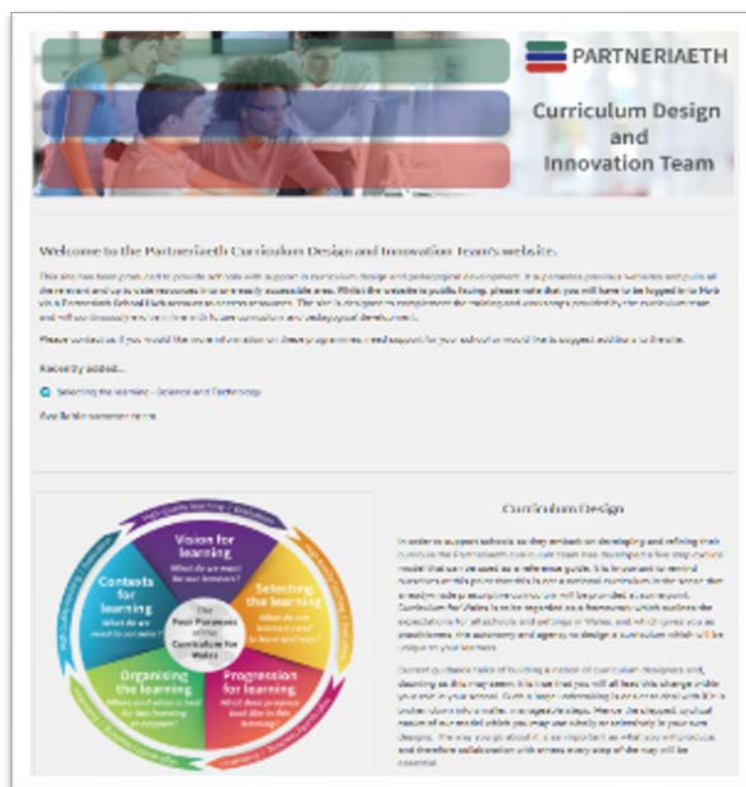
These workshops emphasise the need of co-construction and promote the importance of the knowledge, skills, and experiences which a curriculum should provide. By undertaking response and reflection tasks, attendees consider the key messages, principles and needs specific for their school, setting and learners and apply those to the focus of the session.

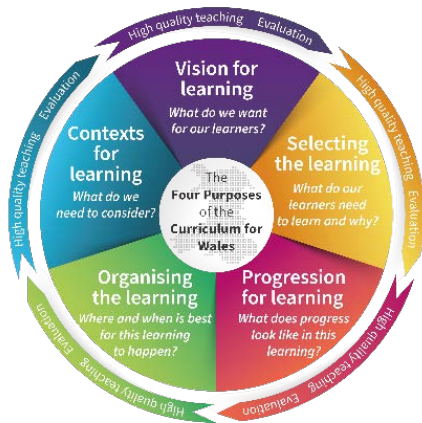
These have been delivered synchronously to some schools but many schools have accessed and undertaken these asynchronously since their online publication and during the pandemic. Nearly all Partneriaeth schools now have whole school visions and have considered what they mean for their learners, locality and school. Most are considering how their pedagogy will support their curriculum design. Many schools recognise the importance of collaboration. However, only a few have established processes at a cluster level to share understanding of aspects such as progression and assessment. A total of 3,500 individual users have accessed this platform remotely, reading over 13,000 pages since January 2021. In the best cases, these have allowed leaders to develop coherence and clarity of messages and principles across staff to consider when developing their curriculum design.

Sessions on whole school considerations and aspects required for curriculum design – Vision, Collaboration, Pedagogy, Assessment and Progression (part 1) and Assessment and Progression (part 2) have been developed and delivered and all professional learning materials and resources are available synchronously and asynchronously to allow for schools to access when convenient. However, the asynchronous approach is limited to a degree as it allows engagement to be measured but does not necessarily reflect the impact.

This platform is currently under redevelopment to align with ongoing Curriculum for Wales guidance published by Welsh Government and as a rebranding process for the organisation as the new partnership is formalised.

Click on the image to visit the platform:





Curriculum design workshops are being delivered in line with an approach which has been developed regionally whilst working closely alongside experts, academics, stakeholders (school and LA based) and cross regional colleagues.

These include:

1. Vision for Learning – delivered summer 2021
2. Selecting the Learning – delivered autumn 2022
3. Progression in Learning – delivered spring 2022
4. Organising the Learning – scheduled summer 2022
5. Contexts for Learning – scheduled summer 2022

Aspects are considered through the six AoLEs, with all being supported at each stage. Workshops are being delivered synchronously through regional events which are virtual and bilingual. They can also be self-led / facilitated asynchronously and accessed through the revised online platform (shown above).

On conclusion of this this process, it is planned for regional networks to develop in each of the AoLEs to further support the curriculum reform process and its evaluation.

Progression for Learning workshops had been planned to take place during autumn 2021, however these were delayed to allow for consideration of the supplementary assessment and progression guidance published by Welsh Government on January 2022. It is planned that Organising the Learning and Contexts for learning for each AoLE will be delivered in the same workshop during summer 2022.

Partneriaeth curriculum officers have worked in collaboration with one Local Authority to provide intensive professional learning support package for a cluster of identified schools to further develop their understanding of Curriculum for Wales and the consequential actions needed in their curriculum design / reform process. This pilot project has allowed officers to review and develop working in a similar way for all partner authorities. However, this work is not yet underway in all LAs at present and will continue to develop throughout the academic year.

Programmes have been developed to ensure that all schools and settings have the opportunity to be supported to develop the effective and varied use of pedagogy using inquiry approaches to strengthen learning and teaching.

The Learning for Excellence programme supports the capacity of consistently good performing teachers to improve and achieve excellence. Delivery of this research informed programme has been developed from face to face to virtual in response to the ongoing pandemic. Through a series of 10 sessions, practitioners discuss and consider academic research, high functioning qualities and have the opportunity to collaborate to discuss practice and experiences. Partneriaeth officers facilitated 6 cohorts (5 English medium, 1 Welsh medium) from January 2020 – July 2020 with 132 delegates from schools and settings attending. 12 further bilingual catchup sessions were facilitated



November/December 2020 for several delegates who missed original sessions due to pandemic. Evaluations from the delegates showed that nearly all (98.5%) of them found the content was appropriate to their needs and their skills level and would recommend this programme to other practitioners and most participants (95%) reported that the learning had a positive impact on their behaviours. Course participants also reported that the programme had inspired them to be brave about planning for the new curriculum, allowing time in lessons to nurture creativity and focus on achievement. Many headteachers reported that their staff had valued the programme and had already shared resources or started coaching colleagues.

To further support the understanding of pedagogy, the Curriculum Team have created an evidence based bilingual suite which can be accessed asynchronously or delivered synchronously that explores the 12 pedagogical principles. Each principle contains supporting reading (What can I learn?); a reflection tool (What do I know?); resources (What can I do?) and a strengths, opportunities, aspirations, and results (SOAR) analysis (How can it help?) section. Since January 2021, the asynchronous support provided Principles for Excellence website has been accessed by 1,971 individual users and 17,458 pages read. In the best cases this has been used to develop a shared understanding of the pedagogical principles and how these can be considered for curriculum design and implementation.

Nearly all schools who have been able to attend the secondary PL sessions have found them useful and relevant to classroom practice, for example the use of AfL strategies to identify how pupils can progress in their learning on an individual level. However, a minority of schools have reported logistical difficulties in attending sessions and in these cases bespoke support has been offered for the session at a more convenient time. This approach has proven to be effective where, in the best cases, a PL session has been tailored to a schools needs and has led to ongoing support for individual departments and teachers. In these cases it has been easier to measure the impact of the support. For example, supporting a science department in developing extended responses where an improvement in pupil progress in this area was reported as a result. A few schools reported being unaware of the PL sessions and have been offered future sessions at convenient times. Areas for improvement in this area include improved communications/marketing, a more flexible approach to delivering PL, and developing follow-up support to assess impact of PL on pupil progress.

### English Examples

PL Title	Focus	Audience	Date
Successful Delivery of English Language GCSE Writing – Unit 3	A session providing training on how to be successful in delivering GCSE English Language Unit 3 writing. Delegates will be given ideas, strategies and resources to improve their teaching of argumentation and persuasion.	All secondary English teachers	1/10/21
Moving Forward Through Oracy	Drawing on the understanding and lessons learnt in from school closures, this professional learning	All secondary English teachers	27/1/22

	<p>event will provide secondary English teachers with strategies to:</p> <p>improve pupils' speaking, listening and thinking skills in school and home</p> <p>embed oracy within the classroom and school</p> <p>use oracy to improve reading and writing.</p>		
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## Maths Examples

PL Title	Focus	Audience	Date
Supporting the newly appointed Head of Maths department.	Leadership. A typical year for a Head of Maths. Leading the department and ensuring all learners reach their potential. Tracking, monitoring, quality of assessment, etc.	Newly appointed Head of Maths departments	23/9/21
Secondary Mathematics and Numeracy Teaching for Curriculum for Wales 2022	Improving the understanding of the key pedagogical approaches and exploring progression through the proficiencies in Mathematics and Numeracy in Curriculum for Wales 2022.	All secondary Maths teachers	5/4/22

## Science Examples

PL Title	Focus	Audience	Date
Supporting the new Head of Science – session 1	Session 1 of 2. A typical year for a Head of Science. Leading the department and ensuring all learners reach their potential. Tracking, monitoring, quality of assessment, etc. This session will lead to tailored support for new Heads of Science	New secondary heads of science	23/9/21
Assessment for Learning (AfL) in science	A session to explore assessment for learning in science, with a focus on responsive teaching, setting the conditions for AfL, gathering information about pupil progress, and moving pupils forward.	Secondary science teachers	13/1/22

## Cymraeg Examples

PL Title	Focus	Audience	Date
Athrawon Anarbenigol y Gymraeg	Cwrs ar gyfer athrawon anarbenigol sy'n dysgu'r Gymraeg eleni, fel iaith gyntaf neu'n ail iaith.	Athrawon anarbenigol (iaith gyntaf ac Ail iaith)	22/09/21
Croesawu'r her (Cymraeg Ail iaith)	Trafod heriau paratoi at GiG, rhannu profiadau a symud mlaen.	Athrawon Cymraeg Ail iaith	05/05/22
Croesawu'r her (iaith Gyntaf)	Trafod heriau paratoi at GiG, rhannu profiadau a symud ymlaen.	Athrawon Cymraeg iaith Gyntaf	1/05/22

## Humanities Examples

PL Title	Focus	Audience	Date
Developing effective approaches to teaching Black history in your school	To develop an understanding of the underpinning principles, starting points and strategies to engage learners in teaching inclusive history.	All humanities teachers	25/11/21
Carrying out research enquiry (follow up session)	To reflect on actions from term one in developing teachers' action research skills in the humanities classroom	All teachers of humanities	20/01/22

## Post-16 Examples

PL Title	Focus	Audience	Date
Post-16 Leadership Development Programme 2021 / 22	<p>The topics covered in the programme include:</p> <ul style="list-style-type: none"> <li>Understanding the strategic and operational role of post-16 leadership</li> <li>Effective self-evaluation and planning for improvement in the sixth form</li> <li>Planning Interventions and well-being for learners</li> <li>Providing high quality and inclusive advice and guidance to support learner transition, aspirations and chosen destinations</li> </ul>	The post-16 leadership development programme is aimed at existing, new or aspiring post-16 leaders and has been designed to offer practical advice about the role of a post-16 leader.	19/10/21 24/11/21 27/1/22 8/3/22



## English Literature Conference 2022: A week of professional learning events for teachers of GCSE and A Level

**A Level: The 'all-licensed Fool' - ways of teaching the Fool in King Lear.**  
Students often find the Fool bewildering, as he talks in riddles and seems to appear and disappear from the play at unexpected moments. My session aims to provide teachers with some exercises to help students get closer to the Fool. This anarchic and caustic character, speaking from the edge of society, can help students to understand Lear and the play as a whole.

Cathy O'Neill Education Consultant	Cathy O'Neill taught English for nearly forty years at schools in London and Oxford. She now works as an education consultant and career coach. She runs Oxbridge workshops for Year 13 students. She is an academic mentor with Causeway Education and writes and edits for The English Review. She lives in Oxford.	Monday 21 <sup>st</sup> March 2022 9.00-10.00
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**A Level: 'Contexts and Critical Interpretations of Christopher Marlowe's Dr Faustus'**

Dr Sean McEvoy University of Cambridge	Dr Sean McEvoy is a Bye Fellow of Murray Edwards College, University of Cambridge. For many years he was Head of English at Varndean Sixth Form College in Brighton. His publications include Shakespeare: The Basics and Ben Jonson, Renaissance Dramatist. He is a frequent contributor to emagazine.	Monday 21 <sup>st</sup> March 2022 11.00-12.00
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A full range of collaborative events / updates have been delivered on a regional and local level. Range of collaborative events developed in ERW and continued through to Partneriaeth. National conversations developed. The Partneriaeth website (and previously Dolen) is regularly updated with emerging and effective practice. Regular network meetings facilitate this process. The Curriculum for Wales Partneriaeth site has now been developed and is available to practitioners across the region.

Each member of the Curriculum Team is registered to facilitate the ongoing National Conversation areas, with the majority undertaking the role in Topic1: Progression. Through these ongoing sessions it has been reported that most schools are starting to develop a shared understanding of progression in their setting and a small number are beginning to consider this at a cluster level. One hundred and fifty-one teaching staff are registered to attend the conversations across 57 Partneriaeth schools. Joint Leads for Curriculum are both members of the Welsh Government National Conversation Coherence Group.

High quality school to school support to share best practice in pedagogy and assessment has been developed and sharing models of proven effective practice which demonstrates positive impact through a range of platforms including Dolen/Hwb has consistently happened. However, the conversation has developed to sharing models of schools with emerging messages and reflections on lessons learned rather than 'best practice'. This has allowed the conversation to develop further with leaders and practitioners and support the opportunities to share/collaborate in secondary middle leader network meetings and other platforms.

Partneriaeth has ensured that schools and settings have been supported to deliver appropriate support linked to the 'Renew and Reform' agenda. Officers have facilitated local

engagement between and within schools as well as providing resources and professional learning opportunities for schools to directly support curriculum and assessment reform, including those which address diversity in curriculum reform (Diversity / Welsh histories including Black, Asian, Minority ethnic; RSE).

Regular beneficial opportunities have been developed for collaborative working with other schools and middle tier partners, which support the creation of time and space to design and plan.

## Professional Learning and Research

Partneriaeth will ensure that all schools and settings are supported to:

- engage with a national professional learning offer, appropriate to the individual's role, to enhance their skills, improve their teaching, knowledge and career progression
- collaborate with higher education institutions to make effective use of high- quality research as part of the National Strategy for Educational Research and Enquiry in order to critically evaluate approaches to recovery
- use the professional standards to identify areas for professional learning to improve practice and develop themselves as learning organisations
- engage with professional learning that promotes inclusivity and equity
- engage with professional learning and research to support the 'Learning Forward' agenda
- respond to the specific developmental needs of schools from the partner local authorities.

Support has been delivered in line with the national PL offer for senior leaders that covers: Managing change, vision, curriculum design, making time and space for PL, leading pedagogy. All sessions have been made asynchronously to ensure engagement and are available via the Partneriaeth website. The sessions support and supplements the work outlined in the Curriculum section of this report.

Partneriaeth officers continue to support the delivery of national PL offer for middle leaders and teachers that covers: Curriculum for Wales 2022, using the planning guidance materials, long and medium-term planning, cross-curricular skills, disciplinary and interdisciplinary approaches, progression, links within and across AoLEs, pedagogic content knowledge and assessment. This work is outlined in both the Curriculum and Leadership sections of this report.

The regional NPEP launch event was held on October 15th, 2021, with partners from Ceredigion, Powys and NPT LAs and three HEIs (Swansea, Aberystwyth and UWTSD). Seventy-eight schools were initially involved with the project from across the three LAs within Partneriaeth. The National Launch event was held on November 11th, 2021.

Partneriaeth has facilitated additional support sessions held by HEI partners to include:

- 4/11/21-Enquiry overview discussion
- 23/11/21 and 24/11/21 - Refining questions and addressing queries
- 12/11/21 and 19/11/21 - Coffee and Enquiry
- 26/11/21 - Enquiry Skills Refresher
- 21/01/22 – Coffee and enquiry session for Partner Enquiry schools
- 28/01/22 – Coffee and enquiry session for Lead Enquiry schools
- 31/01/22 – Qualitative research methods
- 01/02/22 – Quantitative research methods
- 10/03/22 – Preparing for Section 2
- 21/03/22 – Writing a lit review
- 24/03/22 – Consideration of ethics
- 01/04/22 – Sharing our progress
- 29/04/22- Data collection and analysis

In addition, the Post-16 NPEP Pilot involving 10 schools and 4 FE colleges was completed with 9 reports completed and submitted. Areas of enquiry include:

- How effective are extended advice and guidance sessions in supporting pupil transition to year 12; with a view to reducing early dropout rates?
- To what extent can the wellbeing of year 12 and 13 students be improved by a shared approach to developing student's organisation and system skills'
- How effective is the practice of interleaving for specific teaching groups in Year 12?
- Sut mae gweithredu strategaethau effeithiol o ddwyn i gof e.e. mapiau meddwl yn gwella cyrhaeddiad disgyblion ym mlwyddyn 12/13 mewn Daearyddiaeth Safon Uwch?

A few schools and colleges involved in the Post-16 NPEP pilot project have been invited to attend workshops with Welsh Government as part of the evaluation of the pilot. Following the evaluation there will be an opportunity for other regions to take part in post-16 enquiry in September 2022.

One school in each Partneriaeth LA has contributed to the work with HEI partners to support the development of the National Strategy for Research and Enquiry with a particular focus on the Evidence Informed Education Profession to support pedagogical enquiry.

#### Camau Nesaf - Supporting NQTs post Covid-19

Yr Athrofa and the induction team at Partneriaeth have co-constructed a research enquiry model of learning programme that seeks to support NQTs, mentors and schools at the important transition point between achieving QTS and evidencing the Professional Standards for Teaching and Leadership throughout the induction year as an NQT.

The programme included sessions on:

- Planning the first weeks as an NQT and Learning loss
- Planning for progression over time – what does progression mean in Curriculum for Wales?
- Transformative Learning
- Advancing Pedagogy
- Sharing good practice in a professional setting
- Evaluation

Each of the sessions are still going ahead separately, up until the end of June. 28 schools attended the first session, 7 schools attended the second session.

Six NQTs from four schools have subsequently taken the opportunity to receive grant funding in order to participate in an enquiry based mentoring process and the Meet, Test, Share approach.

#### Post-16 Leadership Development programme

Forty-one delegates registered for the programme from across all four regions. Four sessions written and delivered online by representatives from Partneriaeth, EAS, CSC and GWE with guest speakers from schools and colleges.

Focus of each session:

Session 1: Understanding the strategic and operational role of post-16 leadership

Session 2: Effective self-evaluation and planning for improvement in post-16 settings

Session 3: Planning intervention and well-being for learners

Session 4: Provide high quality and inclusive advice and guidance to support learner transition, aspirations and chosen destinations

Schools as Learning Organisations have been explored as part of LFE sessions (see Curriculum section) and Partneriaeth attendance has continued at the national strategy group. However, LAs have retained the SLO funding for the 2021-22 financial year and have worked on a range of local priorities.

Partneriaeth officers have continued to deliver training on Remote Asynchronous Learning Design and capture practitioner reflections and assets for sharing with wider community and as part of the Wales Collaboratory for Learning Design, to further develop practice relating to blended learning approaches.

Four schools have been recruited as Pedagogy Network Schools develop their thinking, trial approaches and support schools across all phases and clusters to work together to improve pedagogy to underpin the Curriculum for Wales through professional learning. This will include sharing the progress of professional enquiries i.e. what is working well and challenges encountered.

These schools will collaborate with the Partneriaeth and local authority teams to develop a programme of professional learning opportunities and resources to be accessed either synchronously or asynchronously to address identified pedagogical priorities. However, a range of challenges faced by schools has meant that the progress has been slightly slower than expected. The work will continue to gather pace during the 2022-23 BP.

A PL session on Pedagogy in Curriculum for Wales – Mathematics and Numeracy has been delivered to support the understanding of the new mathematical proficiencies to as well as to see how they can be applied to bespoke examples. The first session provided an opportunity to work in groups to discuss in more detail and to share ideas and good practice. This developed significant conversations between primary and secondary teachers to ensure that all attendees understood the progression that learners need as they move along the continuum. Eighteen teachers attended the Welsh medium session and 47 attended the English language session. Most attendees stated that they intended to use the content of these session to inform curriculum planning and cluster work. Nearly all stated that this would support their planning for progression.

Further cluster work will allow schools to develop their thinking and to create different examples for each 'What Matters'. The second session planned for the summer term will ensure effective sharing of these resources so that each school has a substantial bank of examples showing the proficiencies being integrated into the new curriculum.

A second session is planned for June to share learning and examples of proficiencies and progression steps to plan across a range of projects.



Five schools in Partneriaeth have supported the National Resource: Evaluation and Improvement by completing playlists to support specific elements of evaluation. The schools, from a range of sectors and mediums have all attended regional and national meetings to discuss effective evaluation practices and are in the process of sharing their practices and the impact that they have on school improvement via a Hwb playlist. All schools have been part of the quality assurance processes by supporting one another during the planning phase and are now implementing these changes to create their final playlists to be used for the resource. One of the secondary settings playlist has already passed all quality assurance processes and has been shared nationally via the NR:EI's website. The remaining 4 schools are making final edits before being published at the end of this academic year.

## Equity and Well-being

Partneriaeth will ensure that all schools and settings are supported to:

- develop an understanding of why some learners find it difficult to positively engage with the social, emotional and cognitive aspects of school life in order to inform policies, processes and pedagogy which drive towards equity and well-being
- identify and embed universal provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'
- Identify and embed targeted provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'
- design and deliver the health and well-being area of the curriculum aligning it to the 'Framework for embedding a whole-school approach to emotional and mental well-being'
- be informed and prepared for the Additional Learning Needs and Education Tribunal (Wales) Act in order to implement in September 2021



**Partneriaeth will ensure that all schools and settings are supported to develop an understanding of why some learners find it difficult to positively engage with the social, emotional and cognitive aspects of school life in order to inform policies, processes and pedagogy which drive towards equity and well-being.**

All schools and settings have had access to training and bilingual resources in this area throughout the year. Timings of sessions and the method of delivery have been planned and designed to offer flexibility to practitioners. Partneriaeth have developed 7 training packages and commissioned 5 external providers where there was an identified need for specific expertise. Underpinning the professional learner is a commitment to promoting equity in education. All training sessions make clear and explicit links to Curriculum for Wales and the Whole School Approach. Nearly all attendees have said that they find this aspect of the training relevant and beneficial.

Partneriaeth has developed training sessions and commissioned external providers to provide a comprehensive professional learning offer that focusses on how schools / settings can reduce inequalities caused by socio-economic disadvantage. Partneriaeth has delivered half termly workshops on this aspect of equity and nearly all attendees have said that they found it to be beneficial. However, very few schools across the region have attended these sessions due to staffing pressures caused by covid. All sessions are recorded, and materials are made available to provide asynchronous access.

Partneriaeth continues to work closely with Challenging Education. All schools across the region have access to the award-winning 'Thinking Differently for Disadvantaged Learners' online learning resource that provides professional learning content for all staff across the school to better understand disadvantaged learners and the steps that can be taken to reduce the inequalities that can arise for learners experiencing economic disadvantage. Around half of schools in the region are already actively engaging with the resource and Carmarthenshire has recently committed to funding all their schools to do so.

Nearly all schools in Pembrokeshire are now engaged with the RADY (Raising Attainment of Disadvantaged Youngsters) project that Partneriaeth launched as a pilot in 2020. The programme enables schools to consider the strategic steps needed to better support their most vulnerable and disadvantaged youngsters in order to reduce the attainment gap. A minority of schools in Carmarthenshire and Swansea are also part of the RADY network and are accessing support from Challenging Education. Partneriaeth will continue to promote the 'recorded RADY' resources across the remainder of schools. Initial feedback has been very positive and Challenging Education will conduct an impact survey in the summer term 2022.

Partneriaeth has recently started to work in partnership with Children North East making their 'poverty proofing the school day' available to all schools/settings. Very few schools were able to attend and one session had to be cancelled due to low numbers. However, sessions were recorded and Partneriaeth will use these to develop an asynchronous resource which will hopefully increase engagement. A train the trainer model with Children North East is also being developed as part of this work.

Partneriaeth has worked closely with LA inclusion leads to provide training that will address some of the developmental needs of early years learners that have been exacerbated by lockdown restrictions and school closures. Twelve schools across the region are receiving SKIP (Successful Kinesthetic Instruction for Pre-schoolers) training with Dr. Nalda Wainwright. Twenty-three teachers have started the Level 4 Developing and Supporting Physical Development in Early Childhood. Thirty-four Teaching Assistants have started the Level 3 Supporting Physical Development in Early Childhood. All schools will share their learning journeys and provide an impact report at the end of the training.

Partneriaeth has commissioned training with ELKLAN in speech, language and communication to support children's language and learning.

In Carmarthenshire seven specialist teachers are working towards becoming accredited ELKLAN trainers to deliver the ELKLAN 3-5, 5-11 programme. In Pembrokeshire two speech therapists are working towards accreditation to deliver the ELKLAN 3-5 programme. In Swansea, two specialist teachers and three teachers are working towards accreditation to deliver the ELKLAN 3-5 and 5-11 programmes.

**Partneriaeth will ensure that all schools and settings are supported to identify and embed universal provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'**

Clear and explicit links are made in every workshop and training project with the 'Framework on embedding a whole-school approach to emotional and mental well-being'. It stresses the importance of using evidence based universal approaches and Partneriaeth has continued working with Emotion Coaching UK to build capacity of schools to use this well researched whole school approach that benefits the wellbeing of the whole school community. Ninety-three practitioners across 66 schools/settings have either gained accredited practitioner training status with ECUK or are working towards this. A further 60 practitioners will complete accreditation before the end of the academic year. Nearly all trainee practitioners report that the training is highly relevant and useful. Nearly all accredited practitioners report that they feel that Emotion Coaching is a highly effective universal approach to promoting the positive mental and emotional wellbeing of a school community. Swansea University has been commissioned to conduct a research project which will focus on the impact that this approach has on staff wellbeing.

The framework also stresses the importance of belonging and connectedness. Partneriaeth has worked closely with Professor Robin Banerjee at Sussex University in the area of peer-to-peer relationships. A training package on how to use sociograms to better understand and support peer to peer relationships has been developed. Workshops have been delivered half termly and a PLC has been established. All schools in the PLC have developed a piece of action inquiry to examine the positive impact that using sociograms can have on supporting learners to build positive relationships. All schools in the PLC have received funding to complete this work and share their findings before the end of the academic year.

The framework also stresses the importance of outdoor learning. A research informed Outdoor Learning Google Site to support the provision of outdoor learning in schools and settings has been developed. The site has been designed around the principles of Curriculum for Wales and signposts practitioners to relevant research, ideas on outdoor pedagogies and links to external agencies and has over 770 unique users.

**Partneriaeth will ensure that all schools and settings are supported to develop identify and embed targeted provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'**

Partneriaeth has continued to develop resources and materials for practitioners working with trauma experienced learners. All schools and settings have had access to half termly sessions on 'understanding trauma'. Whilst numbers have been low, nearly all attendees went on to join further related training sessions being delivered by Partneriaeth and external providers. Seventy-five schools have attended training from Trauma Informed Schools; 40 schools have completed training with Ardenydd on sensory regulation; 9 schools have completed training with FASD Cymru and 24 have completed training in relationship based play. All sessions have been recorded and are made available along with Partneriaeth resources. A few schools have cascaded whole school training on these areas. Partneriaeth will adapt and amend resources to facilitate this train the trainer model next year.

Partneriaeth has also worked closely with Adoption UK Cymru. Online sessions have been made available for and offered sessions for any member of staff within school to better understand adopted learners and the challenges that this group of learners can sometimes present with. The training session includes effective practice, ideas for support. Whilst numbers were low at the events 89 users have accessed the materials that have been made available so they can access them asynchronously.

**Partneriaeth will ensure that all schools and settings are supported to design and deliver the Health and Well-being Area of Learning and Experience aligning it to the Framework on embedding a whole-school approach to emotional and mental well-being'**

All Partneriaeth schools and settings have open access to online materials developed by Professor Neil Frude which focus on how to apply principles of positive psychology through the school day. However, numbers accessing the materials have been low with only a few schools making use of them. A review of how these materials are promoted will take place later in this academic year.

All schools and settings have had access to workshops on selecting the learning for the Health and Well-being AoLE. 3 two-hour sessions were delivered with 38% of schools in the region attending.

The sessions stressed the value of using HAPPEN (primary) and SHRN (secondary) as useful tools for completing a needs analysis for a setting that can inform the selection of learning. Partneriaeth has developed materials to guide practitioners how to use their HAPPEN or SHRN reports. 135 users have accessed the HAPPEN materials and the SHRN materials are currently being reviewed in readiness for publication of SHRN reports at the end of April 2022.

Twelve schools are receiving physical literacy training for early years learners. General professional learning on physical literacy has not been further developed in 2021-22 due to lack of capacity. However, this area will remain a priority and professional learning will be available for 2022-23.

**Partneriaeth will ensure that all schools and settings are supported to be informed and prepared for the Additional Learning Needs and Education Tribunal (Wales) Act in order to implement in September 2021.**

Partneriaeth has continued to collaborate with regional ALN Transformation Leads and Welsh Government leads and a series of playlists were developed in the autumn term to support schools to develop inclusive settings. Further resources, including NQT training, have been designed and delivered. External training has been commissioned and in February 400 practitioners attended sessions delivered by inclusion expert Mike Gershon on supporting learners with ALN in mainstream classrooms. The sessions were recorded and will be made available to all practitioners across the region.

Partneriaeth has continued to collaborate with LA inclusion services to provide updates and training for schools and settings on ALN reform and inclusive practice. Another playlist has

been co-constructed to support schools when making links between ALN reform and the inclusive nature of Curriculum for Wales. There is ongoing work with LA's developing training resources to support ALN implementation. The 'decision making process' training is completed and inclusion staff in the LAs are delivering this.

## Leadership

Partneriaeth will ensure that all schools and settings are supported to:

- access a high-quality, extensive portfolio of leadership development opportunities at every stage of the Professional Leadership Pathway including national Coaching & Mentoring Programme
- utilise the Professional Standards in order to develop and lead effective learning organisations
- access a high quality, portfolio of development opportunities at each stage of the Teaching Assistant Learning Pathway (TALP) including accreditation for Higher Level Teaching Assistants

### The Range of National Leadership Pathway Programmes

Partneriaeth remains part of the National Cross Regional Leadership Group that has developed and coordinates the Leadership Pathway programmes. These programmes support leaders from Middle Leader to Experienced Head teacher and currently forms the core of all the regional provision.



### Pathway Programmes:

- Middle Leader Development Programme (MLDP)
- Senior Leader Development Programme (SLDP)
- NPQH Assessment Only 2021
- Aspiring Headteacher Development Programme – Preparation for NPQH
- New and Acting Headteacher Development Programme
- Experienced Headteacher Programme

All programmes with exception of SLDP have been endorsed by NAEL. (National Academy of Educational Leadership). Whilst some have been accredited by USTDW and Bangor University.

### Programme Key Elements

The programmes have a key common structure delivered through five modules. Candidates undertake a Leadership Experience Task (LET), reflect on the professional standards and maintain their Leadership Standards Review and have the support of a mentor or a coach. The high-level content is developed by the cross-regional leadership group. However, the programme specific content and materials are developed by practising headteacher and leaders from across all four regions. They collaborate cross regionally as 'writing and development groups' to ensure that the content reflects current practise and national policy.

The programmes are facilitated by members of the regional consortia leadership group, headteachers and senior leaders who have a proven track record in delivering professional learning.

The materials are reviewed and updated at regular intervals to ensure current practise, leadership thinking and policy is incorporated.

Participants apply through their regions and are endorsed by an agreed selection process which is robust and consistent across the regions. Further details of the individual programmes are available via the Partneriaeth site. The demographic of participants is collated and reviewed. The provision of the national leadership programme in Partneriaeth continues to rely heavily on the support of school-based personnel for the facilitation and coaching on these programmes. Where headteachers and school leaders undertake these roles funding for their release time is sent directly to their schools. This model has ensured that the regional delivery of programmes is by facilitators and coaches who have the increased credibility of being current practitioners. It also ensures that funding is returned to the system allowing schools to develop their own staff and facilities.

All Leadership Programmes operate in full compliance with the National Cross Consortia Leadership Group. This group ensure equity in the access and delivery of all National Leadership Programmes. Many aspects of these programmes are now being delivered on a national basis with shared resources and personnel.

The Partneriaeth Leadership group includes the Lead Challenge Adviser from each LA. This group promote programmes within their LA and form the endorsement panel for applications for all programmes, ensuring applications are appropriate and that capacity and local resources are available. The group ensures equity in the access and delivery of all National Leadership Programmes. Many aspects of these programmes are now being delivered on a national basis with shared resources and personnel.

### Newly Qualified Teachers (NQTs)



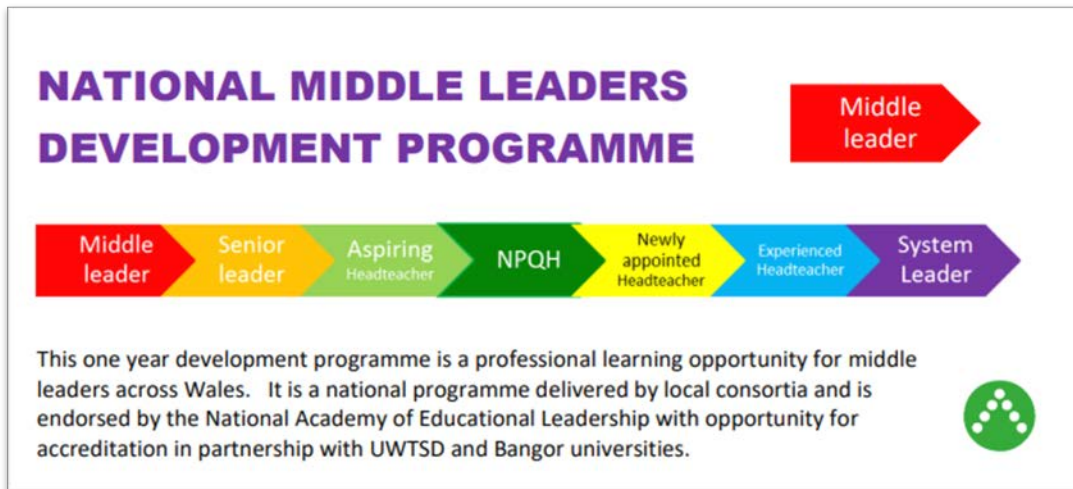
All schools have a named and trained IM in place should they need to employ an NQT (Including ST Supply) at short notice, ensuring that appropriate support can be offered.

NQT Induction programme timetable for all induction modules are in place. Training for External Verifiers is offered from a selection of dates during the Autumn term and Induction Mentors training is offered from a selection of dates throughout Autumn and Spring term with 4 modules being delivered with support from ITE colleagues.

Across Partneriaeth, 412 NQTs have been trained on the 6 national training programmes via live events on Teams during the Autumn term. Effective changes to induction in the light of Covid 19 to allow NQTs to access to recordings of training sessions if they have been unable to attend Teams sessions have been implemented. Close working with WG, Partneriaeth, 6 consortia and with LAs has ensured aligned messages for individuals in schools and support for the amended process. This is a strong example of collaborative working to support schools and has been successful as the system has continued without any negative impact for NQTs or schools.



## Middle Leader Development Programme



Both cohorts 1 and 2 completed in December 2021, with 58 out of 76 completing (76%) for cohort 1 and 66 out of 79 completing (84%) for cohort 2.

Cohort 3 commenced in February 2022, with 58 participants split across two English medium groups and 21 participants in one Cymraeg group (originally 12).

Applications for another cohort of the programme opened up in January 2022. There have been 30 applications for the English group and 12 for the Cymraeg group. Early Cymraeg applications were put into Cohort 3 to make a more viable group, leaving 3 applications running over. This means the English group will start in May but we will need to recruit more participants before commencing the Cymraeg group. Each LA lead for leadership is contacting their WM schools to encourage additional applications.

Most new facilitators have completed training to deliver the modules with many existing facilitators joining in as a useful refresher. The next round will open in late September and close in mid-November. A hybrid model of virtual and in-person delivery is under consideration as are alternative delivery models for this programme. A paper will be shared in due course.

## Senior Leader Development Programme

Cohort 1 completed in December 2021, with 28 out of 31 completing (90%). Cohort 2 commenced in February 2022, with 34 participants in one English medium group and 13 participants in one Cymraeg group (originally 7).

Applications for another cohort of the programme opened up in January 2022. There have been 28 applications for the English group and 11 for the Cymraeg group. Early Cymraeg applications were put into Cohort 3 to make a more viable group, leaving 6 applications running over. This means the English group will start in May, but we will need to recruit more participants before commencing the Cymraeg group. Each LA lead for leadership is contacting their WM schools to encourage additional applications.

Most new facilitators have completed training to deliver the modules with many existing facilitators joining in as a useful refresher. The next round will open in late September and close in mid-November. This will ensure we close after the endorsement process for the

Aspiring HT programme to offer unsuccessful candidates a supportive route through leadership development. A hybrid model of virtual and in-person delivery is under consideration as are alternative delivery models for this programme. A paper will be shared in due course.

### NPQH

Following their completion of the AHTDP and 66 out of 72 participants in Cohort 1 applied for NPQH assessment in February 2022. It was agreed by all consortia and WG that the NPQH Assessment centres would follow the same process as in 2021 using a Microsoft Teams platform to conduct assessments virtually. The regional and National Cross Regional moderation processes were also conducted virtually. Just under 73% (48 out of 66) of the candidates met the standards required for NPQH. This reflected similar proportions of candidates achieving the standards in the other regions.

### Aspiring Headteacher Programme

As indicated above, cohort 1 completed the aspiring Headteacher programme in November 2021, with nearly all of them proceeding to NPQH assessment in February 2022. The programme is delivered by groups of Leadership Coaches who facilitate modules with a Playlist and half day session. Modules are supported with facilitated Peer Support Network Meetings. LC/Facilitators were initially paid to deliver until programme conclusion December 2021. It is anticipated that there will be further enhancement of remuneration to LCs and facilitators for the preparation period for NPQH assessment, in addition to remuneration for NPQH assessors. Cohort 2 commenced the AHTDP in January 2022 and will be completing module 2 at the end of March 2022.

**NATIONAL ASPIRING HEADTEACHER DEVELOPMENT PROGRAMME – PREPARING FOR NPQH**

This one-year development programme is an exciting professional learning opportunity for experienced school leaders across Wales who wish to become head teachers in the near future. Completion of this programme is an expectation for all future NPQH applicants.

This national programme is delivered by Regional Consortia and their partners, which include Local Authorities and Higher Education Institutions. It has been endorsed by the National Academy of Educational Leadership with opportunity for accreditation in partnership with UWTSD and Bangor universities.

### National New Headteacher Programme

Cohorts 1 and 2 of the NAHTDP have now completed their 2 year programme. The final stage was to give a presentation to the rest of their Peer support network on an aspect of their leadership. This was completed by nearly all participants by the first week of July 21, with some deferring, due to work pressures and will give their report with cohort 3 in summer 2022. Cohort 3 have completed Phase 1 and Phase 2 of the programme have been working

with their Leadership Coach in year 2 of their programme. Cohort 4 New HT started the newly developed NAHTDP in September 2021, after being supported by their LA as part of Phase 1 arrangements. The 22 participants from the Carmarthenshire, Pembrokeshire, Swansea and NPT schools are now about to complete Module 3 of the programme by the end of March. The themed National days with regional follow ups on the same theme are proving to be well received by the participants.



### National Experienced Headteacher Leadership Programme

This programme was paused as a consequence of the pandemic. However, the programme resumed in January 2022 and is being delivered by Elishea on behalf of all Consortia. This is a 2-year programme and where participants complete a 360degree self-review of themselves as leaders, for the initial part of the programme. This will lead to the allocation to Peer Support Networks to work on research projects of their own choice.

### Teaching Assistant Learning Pathway (TALP)

#### Induction Programme

The Induction Programme for Newly Appointed Teaching Assistants is in the form of a playlist. There are 4 sessions with each session introduced by a regional coordinator. Teaching Assistants can access the playlist on demand. Since September 2021, 95 Teaching Assistants across Partneriaeth have engaged with the programme.

#### Practising Teaching Assistant Programme

25 Teaching Assistants registered for the programme for Practising Teaching Assistants. The programme was previously on hold since the beginning of lockdown but has been adapted for delivery on-line.

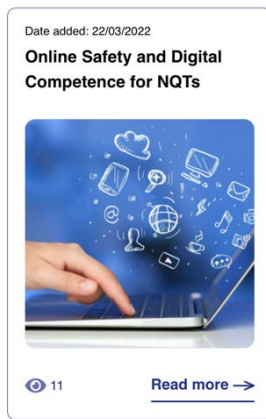
Module 1 – 26-01-2022

Module 3 – 09-03-2022

Module 2 – 09-02-2022

Module 4 – 23-03-2022

The four modules have been facilitated by experienced HLTAs from Partneriaeth's local authorities.



NQTs are supported, where appropriate, across the whole of the Business Plan. For example, an Online Safety and Digital Competence session was run for NQTs, with contributions from EWC, LA Digital Leads, as well as Partneriaeth officers. Fifty-one NQTs joined the session live, with the session being made available via the Partneriaeth website for others to view on-demand.

### Aspiring HLTA

Cylch 3 commenced in September 2021

From 31 applications, 26 Teaching Assistants from across Partneriaeth accepted their place on the programme with the expectation that they apply for assessment for HLTA status early in the summer term 2022. Assessment will take place between 23-05 and 17-06-2022.

Cylch 4 commenced in January 2022

From 39 applications, 33 Partneriaeth Teaching Assistants accepted their place on the programme. Assessment taking place in autumn term 2022.

Cylch 5 applications open early in the summer term 2022.

The programme is due to commence in September 2022 with assessment early in the summer term 2023.

### HLTA Assessment

Cylch 2 – 25 candidates applied for assessment for HLTA status during the autumn term 2021. There was a 100% success rate. They were congratulated for their achievement during the National Development Day for HLTAs held on March 11<sup>th</sup>, 2022.

### Specialised Teaching Assistants

National HLTA Assessor Training Programme

Cylch 2 (autumn 2021) – 4 new HLTA Assessors were trained, and update training provided for 13 Cylch 1 HLTA Assessors.

Cylch 3 (spring/summer 2022) – 4 candidates have registered for the National HLTA Assessor Training programme.

Partneriaeth TALP Team – January 2022

8 experienced HLTAs from across Partneriaeth attended a train the trainer session as an update in preparation to facilitate the national programmes on offer on-line.

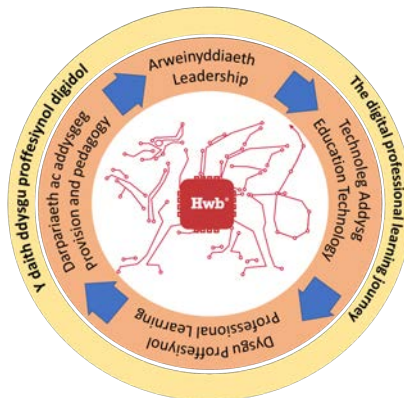
## Digital Skills

Partneriaeth will ensure that all schools and settings are supported to:

- develop leadership of Digital Learning
- ensure Online Safety, across all stakeholders, is as robust as possible
- develop digital competence as a cross-curricular skill, engaging with the Digital Competence Framework
- setup and run Code Clubs to develop logical thinking and coding skills
- share effective practice in the use of digital technology, both in the classroom and as a management and collaboration tool for staff

### To develop leadership of Digital Learning

Partneriaeth colleagues have worked with the Welsh Government as part of the cross-regional Digital Learning group to develop the Digital Professional Learning Journey (DPLJ) resource.



The DPLJ, available via Hwb

This national resource has been created as a model to support schools to develop and implement their vision for digital learning, developing staff professional learning and support the effective implementation of the Digital Competence Framework with a view to developing learners' digital competence.

The DPLJ has been organised into the following strands to assist schools in developing and realising their vision for digital learning:

- Leadership
- Professional learning and innovation
- Curriculum, provision and pedagogy
- Education technology

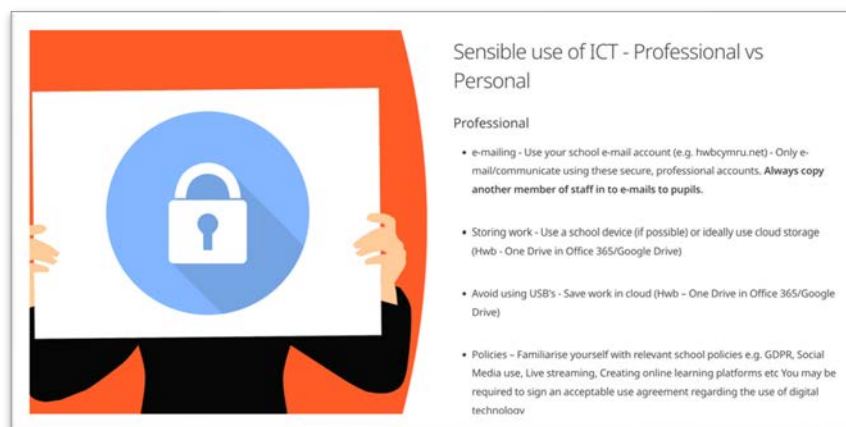
A beta version is currently available to all schools on Hwb:

<https://hwb.gov.wales/professional-development/digital-professional-learning-journey>

This resource will be used by both regional and LA colleagues to ensure a structured, consistent approach to the support and development of the leadership of Digital Learning across schools.

### To ensure Online Safety, across all stakeholders, is as robust as possible

An awareness of how to remain safe online has always been an essential skill for both staff and learners and is more important than ever as blended learning becomes the norm in schools. Partneriaeth has continued to support the development of Online Safety with a specific webinar being run for the 274 NQTs in Partneriaeth. Eighty three attended the event live and a recording is available for all to access asynchronously EWC have shared a number of scenarios to raise professional awareness of safe, acceptable practice. Online Safety resources were produced and shared both with NQTs and made available to the wider profession via the region's sharing platform.

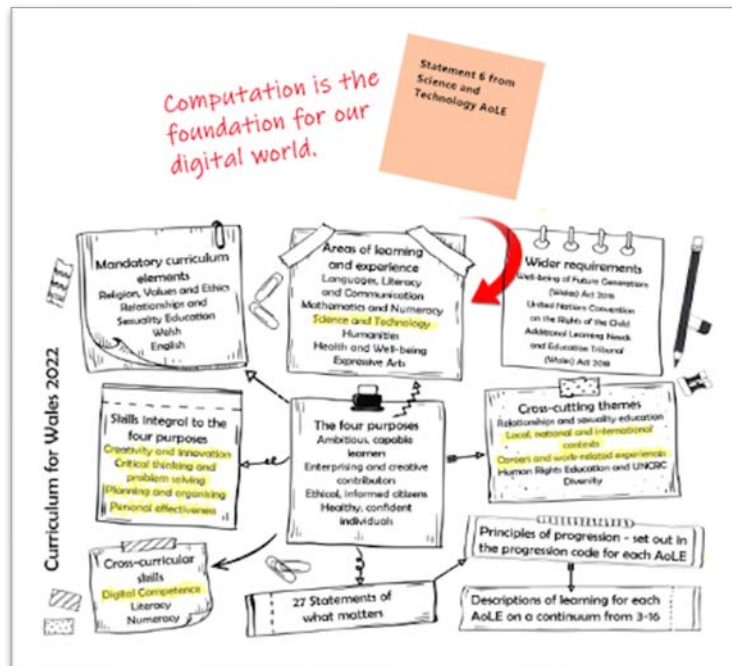


The Online Safety playlist, shared with all schools

### To develop digital competence as a cross-curricular skill, engaging with the Digital Competence Framework

As well as support for implementation of the Digital Competence Framework via the DPLJ (see above), bespoke material has been created to model progression through the DCF, including:

- what progression in the DCF looks like along the 3-16 continuum
- exemplifying the role of the DCF withing the framework of Curriculum for Wales
- illustrating how the DCF can be used appropriately to enhance learning experiences, working across AoLEs
- highlighting opportunities within the Computational Science strand of the Science and Technology AoLE
- develop generic resources supporting the DCF that can be used / adapted to schools' own settings
- exemplification of effective use of the regional loan kit e.g. drones, vinyl printers etc.



Material to support embedding the DCF across Curriculum for Wales

Partneriaeth also supported NQTs in their awareness and implementation of the DCF, with 83 attending a webinar detailing content and sharing relevant support material.

### To setup and run Code Clubs to develop logical thinking and coding skills

The regional Code Kit Loan Scheme restarted in April 2021, following its suspension due to the pandemic. Kit was delivered to schools upon request and in collaboration with LA Digital Leads. Unfortunately, relevant face-to-face training was not possible, therefore a virtual model of support was developed. This training was delivered via an MS Team and supporting material was shared digitally. Sixty-two teachers joined the team to access this supporting material. The regional's Digital Learning Hwb Network also hosted a number of training resources to support the loan kit.

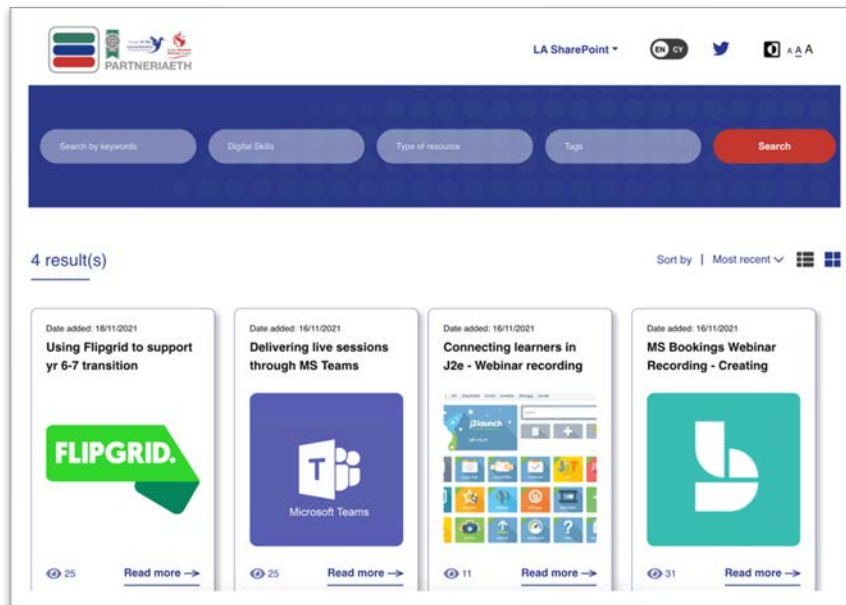
Virtual support for micro:bit use in Code Clubs and to develop coding in the classroom is provided via the bespoke website specifically developed for this purpose.



Virtual support micro:bits

To share effective practice in the use of digital technology, both in the classroom and as a management and collaboration tool for staff

The sharing of effective practice continued to be facilitated via Dolen during the summer term. This content was migrated to the new Partneriaeth website during the autumn term and this platform will continue to host effective practice, resources and access to the region’s Professional Learning offer. However, this work is still under development and will continue to be populated with a wide range of resources during the next Business Plan cycle.



Partneriaeth’s new sharing platform and website

Partneriaeth has continued to provide effective and targeted support for digital learning and strong collaboration with LA digital leads has ensured continuity across the three local authorities. This ensured that the Digital Skills area of the business plan was delivered in a timely and co-ordinated manner and support for schools was strong. However, challenges of capacity within the organisation will be addressed through effective deployment of the operational team and further collaboration with LA colleagues.



## Cymraeg

### Partneriaeth will ensure that all schools and settings are supported to:

- deliver current and future curriculum to support improvement in the teaching of Welsh as a language, and of teaching through the medium of Welsh as a whole;
- Strengthen as bilingual communities by promoting Welsh and increasing the use of Welsh in an informal context;
- plan effectively in order to contribute to the delivery of the 'Cymraeg 2050: Welsh Language Strategy'
- develop the Welsh language proficiency of teachers and education assistants at different levels
- deliver the 'Learning Forward' agenda with a particular focus on pupils who have less contact with the Welsh language outside of the classroom.

### Supporting and improving the teaching of Welsh

As a region, high-quality support has been provided both at school departmental level, and at a regional level to improve the teaching of Welsh as a language. At a departmental level, subject specialists have provided tailored targeted support to address identified areas of need, delivered workshops and have facilitated school to school support and the sharing of strong and effective practice where appropriate. On a regional level, termly network meetings have been held to share information, to provide support and to offer training to every Welsh department within the region. A series of two PL sessions for non-specialist teachers have been provided as well as PL sessions for the GCSE First and Second Language syllabuses, Reading and Literature. A series of PL sessions have also been provided for Welsh medium secondary and primary practitioners on Literacy across the Curriculum. Partneriaeth has also led pilot projects in two clusters looking at progression from 3-16 in oracy in First and Second Language Welsh within Curriculum for Wales.



Alongside the direct, bespoke departmental support, the network meetings and the PL sessions, a range of high-quality resources have been created. Some examples of resources created during the last year include publishing a reading resource 'Rhwyng y Llinellau', 'Taith yr Iaith' videos, and a series of videos to stimulate discussion and further

writing in both First and Second Language Welsh as well as aiding in the preparation for the GCSE examinations in autumn 2021 and spring/summer 2022.

All resources have been widely promoted through Partneriaeth communication platforms to ensure they are available and easily accessed by all schools. There are two designated networks on HWB (ERW – Welsh and ERW – Second Language Welsh) where secondary teachers can find a wide range of resources. The two national platforms developed in 2020-21 – Y Pair (Welsh Secondary Resources), and Y Gist (Welsh Secondary Second Language Resources) – have been further developed to provide a wealth of national educational resources.

The secondary subject specialists have also played an active and a leading role in many cross-regional networks to develop educational resources across all key stages, building on the work of the networks established in 2020-21 e.g. Partneriaeth have contributed to the success of *Y Silff Lyfrau* and led on the *Cornel Cerddi* website for the First Language this year with the Second Language networks having concentrated on specific areas of the WJEC examinations and the added emphasis on literature in the new curriculum. The impact of this work is yet to fully emerge, but the resources have been greatly welcomed by teachers and the feedback to date has been extremely positive

#### Promoting Welsh and increasing the use of Welsh in an informal context

Partneriaeth officers have been key contributors to the strategic development of the Siarter Iaith at a national level in collaboration with Welsh Government officers and the regional Welsh in Education leads. This has ensured effective facilitation and delivery of the Siarter Iaith across the region and has also ensured that the region has a voice in the development of the Siarter Iaith, ensuring that the region's schools' needs and ambitions are addressed. Cross-regional work has also been strong throughout the year, and Partneriaeth officers have played a key part in several working groups including a working group to develop a new set of principles for schools that have already achieved the 'gold award', and a working group to discuss how best to develop the Siarter Iaith in secondary schools.

The region has actively created promotional materials to increase understanding and awareness of the Siarter Iaith's aims and objectives. Short video clips were created with school governors and parents in mind as their audience with the aim of ensuring that the school community understands the aim of the Siarter Iaith, and can be involved in the schools' programmes for the delivery of the Siarter Iaith and support the work of both teachers' and learners. On the request of the other regions and Welsh Government, these videos will be used nationally in the future.

Centrally, the Siarter Iaith Co-ordinator has maintained and developed the Siarter Iaith network on HWB, with new resources added on a weekly basis. The network remains to be one of the most popular on HWB with 2273 members. The newly developed '*Dimensiwn Cymreig*' website by Partneriaeth officers, has also been a significant development and work has continued on the development of the site throughout the year with new resources added and good practice in the use of the platform and the resources shared with schools and LA officers, and also shared cross-regionally. The *Dimensiwn Cymreig* platform has proved to be a very popular site as well and it currently has 1207 members. The region collaborated with an external PR company to promote the '*Dimensiwn Cymreig*' platform, and the

Facebook marketing campaign was very successful. The following data shows the reach and the effects of the campaign:

**Reach** (the number of people that saw the content) – 72,109

**Impressions** (the number of times the contact was shown to people) – 308,033

**Response** (number of likes / shares) – 3992

**Click-through rate** to the *Dimensiwn Cymreig* website – 3300



A co-ordinated approach to promoting and supporting the delivery of the Siarter Iaith in primary and secondary schools across the region has been beneficial, and collaborative work across the partnership has been consistently strong. Termly Siarter Iaith meetings with LA Welsh in Education officers / Siarter Iaith officers have been held to share good practice and develop a regional approach to the development and delivery of the Siarter Iaith. The shift from regional funding to LA funding has however brought some challenges in ensuring strategic and targeted use of the funding, and in ensuring a consistent regional approach. The process of submitting and authorising LA level plans for the use of the grant worked well in previous years, ensuring that the focus of the work remained strategic, however the responsibility for creating and monitoring LA level plans was moved directly to the LAs in September 2021 therefore the region hasn't got a full overview of the current use of the grant within each LA. The arrangements for 1 April 2022 onwards will need to be discussed and agreed in the near future.

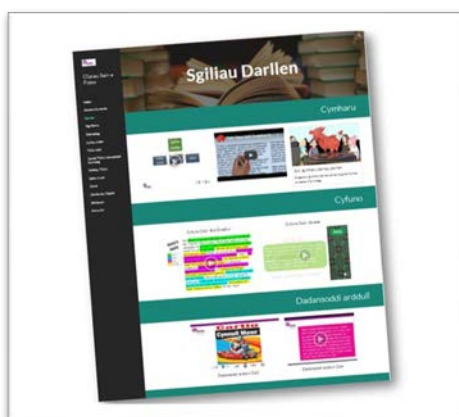
In addition to the PR and marketing work associated with the Siarter Iaith and the *Dimensiwn Cymreig* website using the 'Clwb Ysgol' brand, Partneriaeth commissioned a series of short videos to promote Welsh medium education and bilingualism as a skill, sharing the positive experiences of families from diverse backgrounds and contexts of Welsh education. The target audience for these videos is parents / guardians, and those who may have doubts or concerns or questions about Welsh language / bilingual education. The videos are near completion and once the final edited versions are available they will be shared across all Partneriaeth platforms and beyond, contributing to the region and the LAs work in promoting Welsh medium education. Partneriaeth also commissioned a vital piece of research to explore the views and attitudes of secondary school learners towards the Welsh language and Welsh language education. An action plan to address the reports' findings has been developed and work will commence on delivering the plan in the near future.

### Contributing to the delivery of the ‘Cymraeg 2050: Welsh Language Strategy’

Partneriaeth’s Strategic Lead for Welsh has liaised with Welsh Government officers and the Leads for Welsh in Education in the other regions to ensure that the region is fully engaged with the national agenda, and able to communicate national priorities at a regional level. Regular meetings with LA officers ensure effective communication at a regional level, and ensure that key messages from the Welsh Government are communicated effectively within the region. However, in general terms, the LAs work independently on their WESPs and this is an area in need of discussion as Business Planning for 2022-23. The LAs new 10 year WESPs will all be operational from September 2022. The role of the regions in supporting LAs to address and meet their WESP priorities and targets is a matter that is also being considered and discussed by the other regional Leads for Welsh collectively and will be discussed with WG in view of the regions’ new grant funding T&Cs for 2022-23.



### Developing the Welsh medium teaching workforce



Effective communication with Welsh Government officers has continued on national priorities and programmes to develop the Welsh language proficiency of teachers and education assistants, and to support and promote the delivery of such programmes. The regional has continued to have regular meetings with the Sabbatical Scheme providers in the region, and discussions have been held with Sabbatical Scheme providers and WG officers regarding future sabbatical courses and other possible forms of provision. Work has also continued on a collaborative project with the National Centre for

Learning Welsh to share and develop resources. Discussions are ongoing regarding further Welsh language courses for the education sector, including newly announced flexible programmes of study that will be delivered by the National Centre for Learning Welsh. Defining Partneriaeth’s role in developing the language proficiency of teachers and teaching assistants across all levels is another area that needs to be discussed in the future. All LAs are required to demonstrate in their WESPs how they aim to address the need to increase

the Welsh speaking teaching workforce, and the region will need to look at how it can best support the LAs work in this context.

In the context of the Welsh teaching workforce, Partneriaeth have recently launched a pilot project – *Athrawon Cymraeg Yfory* – which offers the opportunity for all Secondary Welsh student teachers in Wales to be part of an exciting new Professional Learning Network that offers half-termly PL sessions and a safe space to share experiences and collaborate with others across Wales. The pilot has proved to be very successful, showing the need to establish such networks and the potential for growing such networks nationally, and across all subject areas in the future.

## SECTION 3: Partneriaeth Stakeholder Engagement

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Partneriaeth is represented on, and has a full and active role in, numerous groups and central team officers attend many stakeholder meetings.

### Engagement with Welsh Government

Challenge and Review

Weekly meeting with Welsh Government

ALNCo Professional Learning (PL) Steering Group Meeting

Assessment Advisory Group

Careers and work-related experiences group

Curriculum for Wales practitioner group

National Networks

Cross-Regional Professional Learning Leads

National Strategy for Educational Research and Enquiry

National Professional Enquiry Project meetings with WG

Professional Learning Journey

Schools as Learning Organisation meetings

National Pedagogy Project meetings

Curriculum Team meetings

OECD Links

Post-16 Professional Enquiry Project

EWC Recruitment and Retention Meeting

PL & Collaboration Group

Pedagogy, Leadership and Professional Learning Division regarding National Leadership

Programmes and TALP

RSE working group

360 Self Review Framework working group

Hwb working partnership

ADEW Digital Learning sub-group

Democratic Renewal 16/17 year olds working group

Qualifications Stakeholder Group: Quals Wales

Qualifications Stakeholder Group: WJEC

NEIR

National School Improvement Document working group

### Engagement with Cross Regional Groups

Consortia Managing Directors / Regional Leads

Estyn

National Academy of Educational Leadership

WJEC – subject officer meetings

Regional ALN Transformation group

Regional ALN Transformation Training subgroup

Cross regional network with GWE leads for special schools and PRUs

Curriculum for Wales cross-regional group  
Talk Pedagogy project  
BAME working party  
Global Futures  
Regional support networks e.g. Empathy Lab, HAPPEN  
Regional training for NQTs, MLDP and ACEs  
Leading Collaborative Learning  
National Leadership Group  
National Leadership Group sub-group  
National TALP Group  
National TALP Group sub-group  
Wellbeing of Leaders  
Disadvantaged and Vulnerable Learners Cross Regional Group  
Cross regional digital group  
Regional Leads for Welsh in Education Meetings  
Cross-Regional meetings with WG Officers (Siarter Iaith)  
Cross-regional meetings with WG Officers (Welsh in Education)  
PISA group  
A Level Steering group  
Cross-Regional Welsh First Language meetings  
Cross-Region Welsh teachers  
Post-16 team  
Post-16 Leadership Development Programme  
Skills Challenge Certificate  
Post-16 NPEP  
Cymraeg KS3 and KS4 - Cross consortia working parties  
Wellbeing of Leadership cross regional project

### Local Authorities

ADEW  
LA Directors of Education  
Senior Challenge Advisers  
Partneriaeth Senior Strategic Officer LA link meetings

### HEIs

## Examples of Support / Engagement

A variety of support has continued to be provided to schools across the region, with many approaches being modified into a hybrid offering.

### Examples of support accessed by schools in Swansea

#### Secondary School

Planning your curriculum (RVE)
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
NQT Secondary Numeracy
NQT Secondary Numeracy training - day 1
Paratoi at y TGAU 2022
Swansea Mathematics HoD network meeting
Secondary NQT Literacy (English Medium)
Curriculum for Wales (Partneriaeth NQT Training Day 2)
GCSE English
CYMRAEG
Geography Heads of Department Meeting

#### Primary A

Using sociograms to develop peer relationships -
Camau Nesaf programme Session 2
Primary NQT Mathematics and Numeracy
NQT Primary Literacy (English)
Peer relationships and sociograms

#### Primary B

Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
Partneriaeth RSE Sharing Day
Primary Mathematics and Numeracy NQT training - Welsh and English medium
NQT Primary Literacy (English)

### Examples of support accessed by schools in Pembrokeshire

#### Secondary School

GCSE English Support - Teaching Poetry
Humanities catch up
SCC Coordinator's network meeting - Pembrokeshire
Planning your curriculum (RVE)
Gweminar : Cyflwyno llenyddiaeth
Gweithgor Traws-ranbarthol Cymraeg Ail Iaith
Camau Nesaf programme Session 2
Developing approaches to teaching Black History
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
English GCSE
Gweithgor Traws-ranbarthol
Paratoi at y TGAU 2022



Inclusive Humanities Curriculum INSET
Pembs Head of Maths network meeting
Secondary NQT Literacy (English Medium)
Secondary NQT Literacy (English Medium)
Curriculum for Wales (Partneriaeth NQT Training Day 2)
GCSE English
Secondary Literacy
GCSE English
Cyfarfod Grŵp Strategol Iaith Sir Benfro
CYMRAEG
Camau Nesaf
Inclusive History session
Geography Heads of Department Meeting
Business Studies Heads of Department meeting

#### Primary A

Planning your curriculum (RVE)
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
NQT Primary Literacy (English)

#### Primary B

Planning your curriculum (RVE)
Partneriaeth RSE Sharing Day
Primary Mathematics and Numeracy NQT training - Welsh and English medium

### Examples of support accessed by schools in Carmarthenshire

#### Secondary School

Special School Curriculum working group
Post-16 Leadership Development Programme - Day 2
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
NQT Secondary Numeracy
NQT Secondary Numeracy training - day 1
Professional learning - Essential skills for Maths Teachers
Paratoi at y TGAU 2022
Secondary NQT Literacy (English Medium)
GCSE English
GCSE English
Cyfarfod Rhwydwaith Cymraeg Iaith Gyntaf

#### Primary A

Primary Mathematics and Numeracy NQT training - Welsh and English medium
ANG Llythrennedd Cynradd (Cyfrwng Cymraeg)
Curriculum for Wales (Partneriaeth NQT training Day 2) WELSH

## Primary B

Gweithgor Ieithoedd, Llythrennedd a Chyfathrebu clwstwr Maes y Gwendraeth
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
Primary NQT Mathematics and Numeracy
ANG Llythrennedd Cynradd (Cyfrwng Cymraeg)
Gweithdy Deall y Daith Ddysgu
Curriculum for Wales (Partneriaeth NQT training Day 2) WELSH
Deall y Daith Ddysgu - Gweithdy 2

## Curriculum for Wales engagement

### Vision Workshops (Summer 2021)

A total of 350 attendees attended this series of workshops.

### Selecting the Learning Workshops (Autumn 2021)

	Number of schools
Whole school	52
Expressive Arts	73
Humanities	82
Maths & Numeracy	92
Health & Wellbeing	74
Science & Technology	81

### Progression Workshops (Spring 2022)

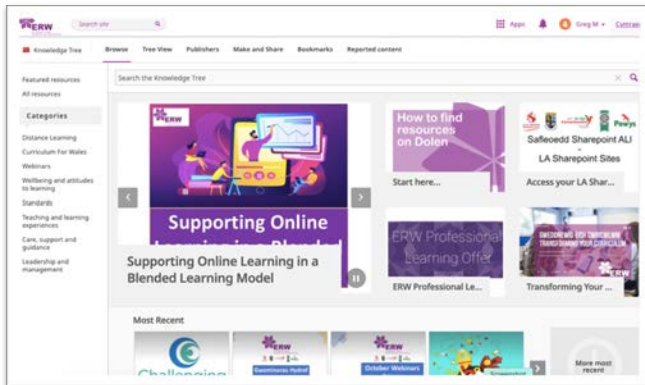
	Number of schools
Maths & Numeracy	157
Science & Technology	144
LLC	170
Humanities	145
Health & Wellbeing	162
Expressive Arts	145

### Access to Partneriaeth support websites

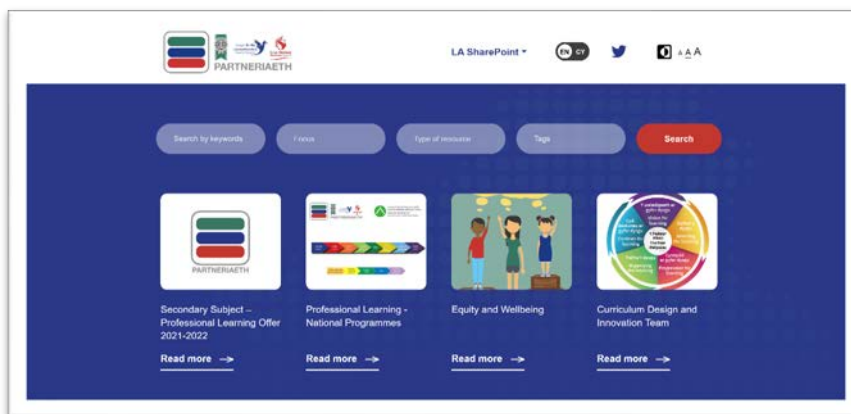
Websites	Users	Pageviews	Sessions
Transforming Your Curriculum (Eng)	585	4250	1042
Gweddnewid Eich Cwricwlwm (Cym)	213	1213	336
<b>Journey to Curriculum for Wales (Eng)</b>	<b>1602</b>	<b>5443</b>	<b>2839</b>
<b>Taith i'r Cwricwlwm i Gymru (Cym)</b>	<b>986</b>	<b>2991</b>	<b>1630</b>
Principles for Excellence (Eng)	901	7750	1636
Egwyddorion ar gyfer Rhagoriaeth (Cym)	316	2327	609
<b>Outdoor Learning (Eng)</b>	<b>314</b>	<b>1340</b>	<b>508</b>
<b>Dysgu awyr agored (Cym)</b>	<b>129</b>	<b>266</b>	<b>157</b>
Totals	5046	25580	8757

## SECTION 4: Communication

### Website and Sharing Platform



Dolen was used to share resources and provide access to webinars and the Professional Learning offer, while information regarding the organisation was held on the ERW website.



Both Dolen and the ERW website were replaced by the new Partneriaeth website, which was launched on November 1<sup>st</sup>. This streamlined approach of having everything held in one place has proved popular with schools.

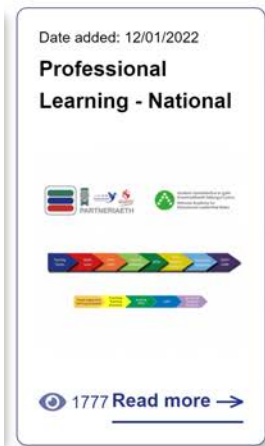
The new site holds:

- Resources
- Access to both synchronous and asynchronous events
- Details of the Professional Learning offer
- News items
- Information about the team and organisation
- Statutory documents

There are currently 69 resources held on the site. All resources previously held on Dolen will be migrated, subject to a quality assurance process to ensure the content is still relevant and information is accurate.

<https://www.partneriaeth.cymru/>

## Examples of resources



1777 views\*



692 views\*



376 views\*

\*views since November 2021

## Newsletter

A Welsh and English version of the Partneriaeth newsletter is sent to every headteacher across the region on Thursdays during term time. Individuals can also subscribe to receive the communication. It is currently sent to 1,241 individual email addresses.

Examples –

[https://mailchi.mp/140fbc097ea3/erw-headteacher-newsletter-15327768?e=\[UNIQID\]](https://mailchi.mp/140fbc097ea3/erw-headteacher-newsletter-15327768?e=[UNIQID])

[https://mailchi.mp/f81d2e8cce78/erw-headteacher-newsletter-15325188?e=\[UNIQID\]](https://mailchi.mp/f81d2e8cce78/erw-headteacher-newsletter-15325188?e=[UNIQID])

## Twitter

The Partneriaeth Twitter handle, @PartneriaethREC, has 4,928 followers.

	Tweet impressions	Profile visits	Mentions
March	5,717	2,526	108
February	3,023	1,941	68
January	5,653	1,781	62

<https://twitter.com/partneriaethrec>