

# Investing in excellence: Our national workforce development plan 2019–21

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## Audience

The school workforce and those in other settings delivering the Foundation Phase; parents and carers; government and national partners, including regional consortia, local authorities, diocesan authorities, school governing bodies, workforce unions, the Education Workforce Council, Estyn, Qualifications Wales, the National Academy for Educational Leadership Wales, higher education institutions, further education institutions; organisations working with families, children and young people; and other interested parties.

## Overview

This national workforce development plan sets out the key areas of workforce development where the Welsh Government's reform programme is driving change, where we are transforming our policy approach and where we are investing to fundamentally improve systems. The workforce development plan supports our aspirations to ensure our schools have the workforce they need, our teachers as a profession are recognised for their work, and our teaching workforce is fairly rewarded and supported to be the best they can be.

## Action required

Interested parties to note the content of this workforce development plan for 2019–21 and act accordingly.

## Further information

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## Additional copies

This document can be accessed from Welsh Government's website at [gov.wales/workforce-development-plan-2019-to-2021](https://gov.wales/workforce-development-plan-2019-to-2021)

## Related documents

*Prosperity for All: the national strategy* (2017); *Progressive Agreement between the First Minister and Kirsty Williams AM* (2018); *Education in Wales: Our national mission, Action plan 2017–21* (2017); *Teaching Tomorrow's Teachers: Options for the future of initial teacher education in Wales* (2015); *Investing in an excellent workforce: Progress in developing a workforce development plan* (2019); *Teaching: A valued profession* (2018); *Cymraeg 2050: A million Welsh speakers* (2017); *Welsh in education: Action plan 2017–21* (2017)

Mae'r ddogfen yma hefyd ar gael yn Gymraeg. This document is also available in Welsh.

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# Ministerial foreword

*Our national mission* seeks to raise standards, reduce the attainment gap, and deliver an education system that enjoys public confidence and is a source of national pride. To do this we recognise that we need a high-quality education workforce that is vibrant, engaged and committed to continuous learning for all.

The objective of this national workforce development plan is to support the establishment of effective workforce planning systems to ensure we have a sufficient number of highly skilled teachers, including those working through the medium of Welsh, the wide range of additional learning needs (ALN) roles, and the development of alternative models to ensure the quality and sufficiency of supply teachers for schools.

Through the realisation of our workforce development plan, we will ensure that we improve the coherence of the individual workstreams that contribute to our objectives and ensure alignment across our workforce planning systems. The workforce development plan gives a better emphasis to workforce planning with a strong focus on the people who are responsible for its delivery.

We are not starting from the beginning; indeed, there is much of which we can be truly proud – from our initial work on pay and conditions following their devolution to Wales to our work to establish a secure structural basis for workforce planning. However, we are eager to accelerate areas of this work such as working with our Innovation Schools to understand some of the workforce implications of Curriculum for Wales 2022, and working with the National Academy for Educational Leadership Wales to consider strategic and connected solutions to succession planning across our education system.

This workforce development plan sets the vision and direction to support our aspirations for what we want the teaching profession to be here in Wales, supporting teaching to be seen as an aspirational, attractive profession, and one that attracts and retains high-quality individuals. In the belief that education has never been more important, it is clear our workforce has never been more critical to success.



A handwritten signature in black ink, reading 'Kirsty Williams'.

**Kirsty Williams AM**  
Minister for Education



# Introduction

*Education in Wales: Our national mission, Action plan 2017–21* outlines our vision for the education system in Wales. We need to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.

As *Our national mission* outlines, our education system cannot exceed the quality of its teachers, and our new curriculum – Curriculum for Wales 2022 – cannot be delivered without a well-supported, aspirational teaching profession. Within *Our national mission*, we set out our commitment to develop an overarching national workforce development plan for schools.

We are clear that the purpose of such a workforce development plan is to act as an enabler to the system as we work to establish more effective workforce planning systems to ensure sufficient numbers of highly skilled teachers, including those able to work through the medium of Welsh and those able to fill the wide range of additional learning needs (ALN) roles. The focus of this workforce development plan is specifically teachers, leaders in schools, and those, such as teaching assistants, who support teaching in our classrooms.

This workforce development plan is set firmly in the context of our commitment to exploring a new Welsh right to lifelong learning, investing in the skills which people need throughout their lives, for individual, societal and economic benefit, as outlined in the *Progressive Agreement* between the First Minister and Kirsty Williams AM. In February 2019, we published an update on our progress towards this commitment in *Investing in an excellent workforce: Progress in developing a workforce development plan* ([gov.wales/sites/default/files/publications/2019-02/investing-in-an-excellent-workforce.pdf](https://gov.wales/sites/default/files/publications/2019-02/investing-in-an-excellent-workforce.pdf)).

Our workforce development plan is based on developing the following underpinning features.

- Ensuring that the structural, enabling elements, of our system are in place and successfully support effective workforce planning – we need our planning to be based on a **detailed level of intelligence and data** about the teachers and other staff who work in our schools. In order to achieve this we are setting in place the right system-wide support structures. Significant work is already underway to ensure access to the highest quality data in order to inform workforce planning and this workforce development plan outlines this work in more detail.
- Organisational **collaboration and cooperation** to build and share expertise and change culture. In terms of taking forward the Welsh Government's commitment to workforce planning, it is clear that we need to work with our partners across the system to develop our approach and realise the aspirations of this national workforce development plan. It is vital we work right across the system; many of our key partners have important roles to play in regard to workforce planning. Our role is to articulate the overarching strategy and put in place the enablers but we cannot deliver change in isolation; the workforce, their employers, their representatives, and the middle tier organisations that support the workforce (such as higher education institutions providing initial teacher education (ITE), the National Academy for Educational Leadership Wales, regional school improvement consortia and the Education Workforce Council), all have vital parts to play in the realisation of this workforce development plan.

As with all of our policy developments we will base our approach on the most robust available evidence and research. In order to inform the detail of our work we will draw on available research and, where necessary, commission new research on workforce issues and evaluate our developments against this. This includes areas such as working patterns, flexible working arrangements and the conditions within which all staff work. Further analysis will also be undertaken on the range of disciplines taught, the Welsh language skills of the workforce as well as leadership roles, and this will contribute to policy formation particularly in relation to ensuring support for the delivery of Curriculum for Wales 2022.

Much of what is outlined in the workforce development plan is not new work and activity is already well underway. However, there are some areas of the workforce development plan where the policy areas and actions are new or relatively underdeveloped currently, for example we need to work at a national level on the issue of succession planning.

We need to build on the work already underway and put in place a coherent picture of how each element articulated here is contributing to workforce development as a whole. We will ensure that we improve the coherence of individual workstreams and ensure alignment across the system. This will give a better emphasis to workforce planning with a strong focus on the people who are responsible for its delivery.

While not an exhaustive list of all our work, within the workforce development plan we detail the key areas where our reform programme is driving change and where we are making investments to ensure that our schools have the workforce they need and our teachers are supported to be the best they can be.

We commit to ensuring that the workforce development plan supports our aspiration for what we want the teaching profession to be here in Wales, and that the actions we take keep this focus and seek to deliver a profession that is:

- high-quality, collaborative and driven by a deep understanding of pedagogy and discipline knowledge
- research-engaged, well-informed and learning from excellence at local, regional, national and international levels
- an attractive profession with high morale and professional satisfaction
- well-supported by a range of learning support professionals who can provide additional capacity needed to meet the needs of every child
- outward-looking and committed to raising standards within and between schools
- able to create vibrant, warm and caring environments that inspire learning
- well-led by leaders who will ensure that every teacher can improve through effective collaboration, innovation, professional learning and opportunities to provide professional leadership to others.

In addition to the work outlined in this workforce development plan, in the independent review of school teachers' pay and conditions *Teaching: A valued profession* Recommendation 3 described our current period of education reform as the 'moment in time' to think anew about how school days, terms, staffing and facilities are organised for the future.

An expert panel has been established, as a first phase of action, to consider areas identified in *Teaching: A valued profession*. The expert panel has been asked to set out an overarching vision of what a progressive school system should look like. The outcome of this introductory phase will inform whether there is an appetite to embark on an in-depth consideration of the issues, and should this be the case a full commission will be established to provide more detailed recommendations and a plan to reimagine our schools of the future.

We are also developing new evaluation and improvement arrangements ([gov.wales/sites/default/files/publications/2019-02/draft-evaluation-and-improvement-accountability-arrangements-for-wales.pdf](https://gov.wales/sites/default/files/publications/2019-02/draft-evaluation-and-improvement-accountability-arrangements-for-wales.pdf)) to replace parts of the current accountability system.

The unintended consequences of the arrangements and performance measures are recognised as having exposed schools to potentially conflicting messages, which have diverted effort from raising standards towards a culture of compliance and bureaucracy. We want our future evaluation and improvement arrangements to better support the cultural change needed to support the implementation and realisation of Curriculum for Wales 2022. We want the arrangements to support our vision of raising standards, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence. We recognise that by achieving these aims we also have the potential to impact positively on the workforce across schools.

These arrangements are being co-constructed with colleagues in schools, Estyn, local government and regional consortia, and will be based on international research. The new arrangements are being carefully developed to ensure that they align with, and help support the realisation of, Curriculum for Wales 2022 and associated reforms around leadership, professional learning, ALN, and our aspirations in the Cymraeg 2050 Strategy to develop a million Welsh speakers.

The arrangements are based on four key principles. They will be:

- fair – they will promote equity, inclusion, choice, individual pathways to learning while never losing sight of the learner
- coherent – allowing each part of the system to work together without overlapping, with clear roles and responsibilities
- proportionate – ensuring that the implementation of the new arrangements and process is manageable and makes a positive difference
- transparent – recognising the breadth of learning experience across schools and the value added by the teacher in class.

At the heart of the evaluation and improvement arrangements is robust and continuous self-evaluation for schools. Schools will be expected to have effective evaluation arrangements in place to identify their strengths and priorities for improvement, using a range of qualitative and quantitative data. Outcomes of the self-evaluation arrangements will inform the School Development Plan improvement priorities which will be shared with stakeholders over three years with contextual narrative.



Rigour and appropriate support will be achieved through effective, consistent, contextualised inspection and regulation. A National Evaluation and Improvement Resource (NEIR) is being developed which will promote self-evaluation and improvement planning as integrated features of effective school improvement processes. The NEIR will support schools' improvement work by providing principles of evaluation, as well as practical guidance regarding gathering, evaluating and analysing first-hand evidence. This will help schools develop the behaviour and practices which will support reform.

Through the new evaluation and improvement arrangements we will also separate the measures we use for system accountability from those improvement indicators schools need to drive their own improvement. We are moving away from a disproportionate emphasis on one or two narrowly focussed performance measures to a culture where a wider range of indicators which better capture the whole learning experience and learner progress are considered.

We expect these factors to positively affect system change, increasing collaboration between schools, and the development of greater earned autonomy for schools resulting in a mature self-improving system. In turn, the new arrangements will ensure the best possible educational outcomes for all learners. Our aim is to build arrangements which create the culture and conditions for success in anticipation of Curriculum for Wales 2022.



# Structure

Our workforce development plan is divided into three main sections.

## 1. Ensuring the right structural basis and support for workforce planning

This section outlines the structural work being undertaken to improve the system, such as our work ensuring we have the right data and intelligence on which to build our workforce planning systems and our work on developing structures to support pay and conditions within Wales and ensuring the well-being of the workforce.

## 2. Cross-cutting areas

This section addresses key cross-cutting areas such as Welsh-medium and ALN provision, and the shape of the workforce we will need to deliver the requirements of Curriculum for Wales 2022.

## 3. Recruitment, early career stages for teachers, retention and career pathways

This section is structured in the sequence of an individual's journey through the profession, from initial teacher education (ITE), through qualification, induction, and onwards as a lifelong learner, so that our actions can be seen from the practitioner's perspective. There is a particular focus within this section on the new work underway to strengthen and develop our support for early career stage practitioners.

## Audience

The audience for this workforce development plan is wide ranging including middle tier organisations who have helped develop and will facilitate much of the delivery of the workforce development plan to a wide range of stakeholder groups not least practitioners right across the system. It is also pertinent to governors and governing bodies of schools across our system.

## Timelines

This workforce development plan articulates in some detail activity to up to 2021, and in some instances clear actions that go beyond this point. The workforce development plan will need to be revisited during 2021 to articulate the further vision for the next term of government and beyond.



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# 1. Ensuring the right structural basis and support for workforce planning

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## School Workforce Annual Census (SWAC)

We need our planning to be based on a detailed level of intelligence and data about the teachers and other staff who work in our schools. In order to achieve this we are setting in place the right system-wide supporting structures. One such area is the introduction of the School Workforce Annual Census (SWAC).

The SWAC is being introduced to provide comprehensive information on:

- the size of the workforce
- staff demographics
- staff recruitment and retention
- the use of supply cover
- absences
- the capacity for Welsh-medium teaching and discipline-specific teaching
- the cost of teachers' pay in Wales.

The development of the SWAC will provide a far greater level of information on the school workforce in Wales on areas such as staff characteristics, disciplines taught, Welsh language, recruitment and retention, as well as pay and absences. This collection is now a statutory requirement under The Education (Supply of Information about the School Workforce) (Wales) Regulations 2017.

Information from the SWAC will be used to inform Welsh Government policy on issues relating to the school workforce, including pay and conditions, recruitment and retention.

The data will be used in workforce planning, including considering potential training requirements, disciplines taught, use of supply cover, and additional roles undertaken by staff. The data will also be used to monitor equality and diversity of the school workforce, and the Welsh Government's ability to deliver on the Cymraeg 2050 Strategy through Welsh-medium teaching.

### During 2019–21 we will:

- undertake the first phase of the SWAC in November 2019
- publish information on the school workforce in Wales from spring/summer 2020
- implement Phase 2 of the SWAC in November 2020 – undertaking the first full SWAC.

### Success criteria

- Provide more robust, accurate and timely data to enable more effective and efficient workforce and succession planning both at a local and national level.
- Streamline the collection process in schools and local authorities, as well as providing significant improvements in the quality, timeliness and utility of school workforce statistics.
- Reduce the need to undertake ad hoc data collections and surveys on the school workforce to inform policy development or monitor progress against objectives.
- Inform educational policy and practice ensuring it is based on robust and accurate evidence in respect of the workforce.
- Provide a consistent approach to the collection, reporting and publication of data, based on a principle of 'collect once, use many times'.

## Teachers' pay and conditions

We recognise that a distinct Welsh framework for pay and conditions has the potential to contribute to a highly motivated teaching profession. Pay and conditions, while not the only motivating factors for our practitioners, are key elements in recognising and rewarding the vital work that they undertake on behalf of the nation.

The Welsh Government took responsibility for teachers' pay and conditions on 30 September 2018 and Welsh Ministers determined changes to teachers' pay and conditions for Wales for the first time effective from September 2019. In setting teachers' pay for the first time, we have diverged from proposals in England by ensuring that the starting salary for teachers in Wales will be higher. This will help to promote teaching as a profession of choice for graduates and career changers.

An Independent Welsh Pay Review Body (IWPRB) has been established and will be responsible for making recommendations to the Welsh Government on the pay and conditions of school teachers in Wales.

The Minister for Education prepares an annual draft remit for consideration by a pay partnership forum, who will advise on its content ahead of it being submitted to the IWPRB. Within the scope of the remit the IWPRB will assess evidence from key stakeholders representing employers, schools, the teacher workforce in Wales and the Welsh Government. The IWPRB play a critical role in providing constructive strategic challenge, support, direction and understanding of issues facing schools in Wales. Starting in summer 2019, it provides recommendations to the Minister for Education in a report.

#### During 2019–21 we will:

- ensure the teachers' pay, terms and conditions annual review process operates to required timescales allowing changes to be introduced on 1 September each year
- ensure all required amendments to statutory terms and conditions link to timescales of proposed cross-sector developments, for example the implications of teacher training entitlement.

#### Success criteria

- Create a pay and conditions structure that contributes to a highly motivated teaching profession and underpins the delivery of a high-quality education system.
- Ensure a fair and open system that secures and maintains appropriate levels of remuneration for the teaching profession and enhances the status of the profession, enabling us to better attract, develop and retain teachers focussed on our specified aims to raise standards in schools in Wales.

## Managing workload and reducing bureaucracy

*Our national mission* includes a commitment to reducing unnecessary workload and bureaucracy by providing clarity on what is and what is not required in the classroom, and improving the use of business managers to support school leaders.

The Progressive Agreement reached between the First Minister and Kirsty Williams AM committed to reduce bureaucracy and unnecessary workload, including extended use of business managers so that headteachers and teachers can dedicate more of their time to raising standards and reducing the attainment gap. In March we established the Managing Workload and Reducing Bureaucracy Group with senior representatives to consider workload issues impacting on the school workforce.

In addressing workload concerns we need to collectively consider more practicable steps and approaches to support the profession across all tiers. One example of this is the current School Business Manager Project which is being reviewed to assess impact on reducing workload. We have also, in conjunction with Estyn, regional consortia, local authorities, our union partners and other stakeholders, funded and supported the development of *Reducing Workload – A Guide for Teachers and Headteachers* which aims to support all teachers to

focus on achieving the greatest impact for learners while reducing teachers' workload. The guide sets out what teachers should and should not do in terms of planning and teaching; giving feedback to learners; accountability, analysing data and strategic planning; and Estyn's view. This was further supplemented by guidance produced by Estyn (available online at [www.estyn.gov.wales/effective-practice/reducing-workload-teachers-and-headteachers](http://www.estyn.gov.wales/effective-practice/reducing-workload-teachers-and-headteachers)) and guidance and training delivered by regional consortia.

We know that a number of areas impact on workload, bureaucracy and practitioners' overall sense of well-being. We know that headteachers and teachers that manage workload well have a significant, positive impact on the well-being of staff and their work-life balance. Almost all teaching unions have produced guidance to support their members and local authorities have dedicated staff members responsible for managing occupational health within schools.

We are also aware of the impact that wider system issues can have in regard to workload and well-being, for example we are looking closely at how the assessment, accountability and evaluation arrangements in Wales can be reframed to create a supportive climate in which school leaders can establish systems for measuring and valuing impact on learning while supporting a collaborative and resilient self-improving system.

We have addressed workload and bureaucracy issues to date with a wide range of actions but more needs to be done to better manage and, where possible, reduce workload and the perception of increased workload at a time of major educational reform.

We all need to do more to communicate the messaging around workload to the sector along with consideration of practicable approaches to addressing the issue. The Welsh Government and middle tier need to communicate to schools more clearly what should and should not be routinely collected or demanded from schools and highlight and share best practice from within the sector.

As a government we recognise that:

- managing workload better is critical at a time of education reform and the introduction of Curriculum for Wales 2022
- our approach needs to include all stakeholders and partners as demands originate from all tiers within the education system
- clear messages on what is and is not required need to be communicated
- the link to workforce workload and well-being as part of our whole-school approach to well-being is of key importance.



**During 2019–21 we will:**

- continue to hold meetings of the Managing Workload and Reducing Bureaucracy Group with senior membership from all education tiers to affect change and address a collective commitment to the four priority work areas identified and outlined in the Minister for Education’s oral statement in June 2019. The four priority areas are:
  - develop a Workload and Well-being Charter including workload and well-being toolkits for the school workforce
  - refresh the Reducing Workload resources and training materials and make them easily accessible and available on Hwb
  - widely share and circulate the training models and case studies already developed within regional consortia to foster a cohesive national approach
  - carry out a sector-wide audit exercise to examine what data is collected across all tiers and how impact assessment on workload could be considered as part of policy development
- work with all tiers to implement wider action plans/strategies to manage workload, support well-being and reduce unnecessary tasks/actions at all levels across the system
- develop a clear strategy going forward to address workload and well-being concerns in the medium and longer term and continue to work collaboratively with the education profession to develop delivery plans accordingly
- ensure clear messaging and communication planning across all tiers to ensure the workforce at all levels are fully supported and know and understand what is required of them.

**Success criteria**

- Headteachers, teachers and support staff fully understand what is and what is not required of them in undertaking their contracted duties.
- Our workforce are well-informed individuals able to consider their own workload, recognise duplication and unnecessary bureaucracy and challenge as appropriate.
- Managing workload and well-being effectively has had positive demonstrable impact on reducing staff absence rates, enriching school improvement and supporting school self-evaluation and the development of schools as learning organisations.

## Supply teachers

Supply teachers are a key component of the education workforce. We recognise the role of supply teachers and the need to ensure that we have a well-qualified, knowledgeable, professionally updated and respected temporary teaching workforce.

There have been a number of reports and inquiries in recent years into the quality of supply teachers and how they are deployed. A number of measures have been adopted to better support supply teachers while ensuring the quality of the teaching and learning delivered is of a high standard. This includes:

- piloting a direct employment school-based supply cluster model
- working with the National Procurement Service (NPS) to influence change and establish a contract framework which is fit for purpose and addresses unfair recruitment practices
- producing guidance to clarify roles and responsibilities for those involved in employing supply teachers
- introducing personal Hwb accounts for supply teachers to enrich their professional learning and support developments under our National Approach to Professional Learning (NAPL).

We have worked with the NPS to secure an improved national framework contract for agency workers. The framework promotes transparency in the fees that agencies can charge, includes minimum daily pay rates for qualified teachers, improved pay and conditions and support for newly qualified teachers (NQTs) to meet their induction requirements, and the delivery of free and relevant professional learning. The contract took effect from the 2019–20 academic year. Twenty-seven agencies have been successful in bidding for lots on a geographical/local authority lot basis enabling a degree of flexibility and competition among agencies and greater choice for schools, while ensuring minimum quality standards and an expectation that supply teachers receive nationally agreed pay rates as a minimum.

We are also ensuring that supply teachers are fully integrated into our professional learning developments. The £24 million announced to support our NAPL includes support for supply teachers to ensure their needs are addressed.

### During 2019–21 we will:

- formally evaluate the Welsh Government-funded school-based supply cluster pilot introduced in 2017–18, with a report due to be published autumn 2019, and promote the sharing of best practice case studies to support schools to consider direct employment options
- operate an improved contract framework for supply teachers which includes minimum standards, pay, and terms and conditions for supply teachers registered with framework agencies and work with the NPS to monitor uptake, effectiveness and compliance.

### **Success criteria**

- Improving the pay and employment terms and conditions for supply teachers who choose to work flexibly.
- Improving the quality of learning and teaching delivered by our supply teachers to raise learner attainment and support school improvement.
- Employers (maintained schools, local authorities and diocesan authorities/governors of voluntary aided schools) are clear about the costs of supply cover and use the most appropriate arrangements and deployment methods to manage their delegated staffing budgets well.



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## 2. Cross-cutting areas

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### **Additional learning needs (ALN)**

From September 2021, the Welsh Government will be rolling out a new additional learning needs (ALN) system to replace the existing special educational needs (SEN) system in Wales.

Central to the programme of ALN reform is workforce development activity. A significant proportion of the announced £20 million ALN Transformation Programme funding will be used to develop the skills of the education workforce to ensure that practitioners will be able to effectively operate the new system and improve outcomes for learners.

As part of our work to raise awareness among teachers and others who will be involved in the delivery of the new ALN system, we have commissioned the development of ALN implementation training materials, targeted at different practitioners across the system to ensure everyone is prepared for the changes.

Additional learning needs coordinators (ALNCos) will replace special educational needs coordinators (SENCOs) in the new ALN system. ALNCos are fundamental to the success of the new system as they will provide a strategic leadership role and be the first port of call for professional advice and guidance on ALN. The ALNCo role will be made statutory in all mainstream schools and colleges from January 2021 in order that they are properly prepared for the new system and that its implementation proceeds as smoothly as possible. In recognition of this, we are working with local authorities and regional consortia to develop a specific professional learning offer for ALNCos.

Educational psychologists are essential to the new ALN system and will play an important role in ensuring learners with ALN receive the right support.

**During 2019–21 we will:**

- develop a suite of awareness-raising materials on the ALN system that meet the needs of practitioners and those involved in delivering the new system
- develop a specific professional learning offer for ALNCoS
- fund fees and bursaries for ten students per year on Cardiff University's three-year Doctorate in Educational Psychology Professional Training Programme.

**Success criteria**

- A fully trained ALNCo workforce across Wales.
- A high level of awareness and understanding of the new ALN system among practitioners and parents/carers and all others involved in delivering the new ALN system.
- Provide a potential supply of educational psychologists for employment by local authorities to support the delivery of the current SEN system and new ALN system.

## Welsh-medium and Welsh language

*Cymraeg 2050: A million Welsh speakers*, published in July 2017, sets out our ambition of creating a million Welsh speakers by 2050. This is a long-term vision and the education system has a key contribution to make.

Specifically this contribution is to:

- increase the number of learners in Welsh-medium or bilingual education
- ensure every learner has the opportunity to develop their skills in Welsh sufficiently to use it socially and at work
- increase the number of teachers competent to teach Welsh and other disciplines through the medium of Welsh in order to enable the two objectives above.

The Cymraeg 2050 Strategy sets long-term targets for increasing teacher numbers; these are as follows.

### Number of primary teachers who teach through the medium of Welsh

2015–16 baseline	2021 target	2031 target	2050 target
2,900	3,100	3,900	5,200

### Number of secondary teachers who teach Welsh as a subject

2015–16 baseline	2021 target	2031 target	2050 target
500	600	900	1,200

### Secondary teachers who teach through the medium of Welsh

2015–16 baseline	2021 target	2031 target	2050 target
1,800	2,200	3,200	4,200

Therefore, for the Welsh-medium sector, we already know what our short-, medium- and long-term targets are for increasing the number of teachers. However, we need to make better use of data and intelligence to ensure that the actions outlined below make an impact.

In addition to using data sources, we need to make better use of intelligence that we have from the Welsh in Education Strategic Plans (WESPs), 21st Century Schools Business Plans and School Organisation Proposals to understand where new Welsh-medium schools or streams will be opened over the next ten years, in order to inform workforce planning. This intelligence will help us to understand where we will need to increase teaching capacity to help inform initial teacher education (ITE) intake or alternative routes provision.

In terms of upskilling the current workforce, the first SWAC will be held in November 2019 and will allow for more effective planning of the school workforce to optimise Welsh-medium teaching capacity and to ensure that professional learning programmes are targeted for the practitioners in need of developing their Welsh language skills.

The *Welsh in education: Action plan 2017–21* includes a range of actions for increasing the number of Welsh-language and Welsh-medium teachers and for improving delivery of Welsh in the curriculum through supporting the Welsh language skills development of all practitioners.

#### **During 2019–20 we will:**

- provide continuous development of practitioners' Welsh language and teaching skills, e.g. through the Sabbatical Scheme
- strengthen the pipeline of future Welsh-medium teachers – including actions to market, incentivise and strengthen Welsh-medium ITE, actions to support Welsh A level students, and providing alternative routes into teaching
- support professional learning and leadership to strengthen Welsh-medium practice
- improve data on Welsh-medium skills as part of enhancing ongoing, strategic workforce planning.

#### **Success criteria**

- Meet the Cymraeg 2050 Strategy targets for 2021.
- Increase the number of practitioners with higher-level Welsh language skills.
- All school leaders consistently emphasise the promotion of Welsh culture and language within the ethos of the school.
- A range of professional learning opportunities available that meet the needs of practitioners in terms of developing Welsh language skills and the ability to teach disciplines through the medium of Welsh in accordance with the NAPL.

## Understanding the shape of the future workforce and modelling the implications of realising Curriculum for Wales 2022

Education in Wales is undergoing a period of unprecedented change. The development and realisation of Curriculum for Wales 2022 will have implications for the shape of the future workforce, how the workforce will be deployed, the types of management structures and working structures to support Curriculum for Wales 2022, and relationships between schools to support its delivery across phases and settings.

There are some more obvious implications of Curriculum for Wales 2022 but we now need to undertake a range of structured work to better understand the implications for the shape of the future workforce and to plan across the system how best we can all support these changes.

For example within the Languages, Literacy and Communication Area of Learning and Experience we have set out the expectation that all learners will learn international language(s) at primary school. This will offer more equity of provision than the current non-statutory framework for modern foreign languages at Key Stage 2. The Languages, Literacy and Communication Area of Learning and Experience will encourage learners to be aware of the links between languages as they develop an appreciation of the origins of words and an interest in language patterns. They will be encouraged to transfer what they have learned about how languages work in, for example, Welsh and English, to learning and using international languages. This multilingual approach will provide learners with a firm foundation for a lifelong interest in learning languages.

This approach however places further need to upskill the workforce, particularly in primary schools in order that teachers are able to teach international languages alongside Welsh and English. It also has implications for the recruitment of teachers into the profession and the ITE with which they are provided. It also affords further opportunities for networks and clusters of schools to work together in partnership to offer international languages.

While health and well-being is not new to our curriculum the creation of the Health and Well-being Area of Learning and Experience does represent a shift for practitioners and again we need to investigate the workforce implications inherent within this. Likewise the focus on newer areas such as film and digital media, accompanied by the ever increasing pace of social change and digital developments are all areas which we need to consider and respond to in terms of the implications for the workforce.

Overall the move to a purpose-based curriculum and the shift to areas of learning and experience will change the ways that schools think about leadership and management structures and again we need to explore what implications this may bring for what we require from and for our future workforce.

For each of the areas of learning and experience we need to carefully investigate and scope the professional learning required for practitioners across the profession. We must also consider what implications there are for the future shape of the workforce and the implications for school structures.



Wider than Curriculum for Wales 2022 we also need to consider and plan for demographic and behavioural changes and their implications. For example we know that the level of uptake of international languages has been in decline and this may have implications for the availability of people with these skills, likewise in certain creative arts areas such as music.

### **During 2019–21 we will:**

- scope the implications for the shape of the future workforce arising from each of the areas of learning and experience using a range of approaches such as utilising:
  - our Innovation Schools to test the practical implications of realising Curriculum for Wales 2022 – the Innovation Schools will be working with the new curriculum, looking at operationalising it, identifying at school level processes for schools to use to explore these issues and develop their own infrastructure models, with these approaches shared with the wider schools' network assisting all schools to consider how they will address how they themselves will respond
  - the new national networks for each of the areas of learning and experience to inform and steer work on the implications arising from each individual area of learning and experience.

Alongside this work, and to support practitioners to make changes to their practice, our NAPL will be in place to ensure provision of resources (including an additional £24 million of funding), time (including INSET days and a range of resources to support schools) and a comprehensive professional learning offer for in-service practitioners (see section 3).

### **Success criteria**

- A comprehensive evaluation of the full implications of Curriculum for Wales 2022 on which to base future planning assumptions.
- Schools aware of the implications inherent within the realisation of Curriculum for Wales 2022.
- Support in place for schools to help them make any changes.
- ITE provision in place that prepares new practitioners to meet the requirements of practice for Curriculum for Wales 2022.



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## 3. Recruitment, early career stages for teachers, retention and career pathways

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We recognise that our workforce development strategy and plan needs to address the key stages of practitioners' working lives. For the purposes of the workforce development plan we have divided the career stages as follows.

**Recruitment** including:

- promoting teaching as a career
- initial teacher education (ITE)
- refocused incentives
- new routes into teaching.

**Early career stages for teachers** which outlines our approach to early career support including:

- a restructure of the statutory induction period
- the development of a programme of support for newly qualified teachers (NQTs) (including development of a national coaching and mentoring programme, and a national early career professional learning package)
- proposals for a new Masters level qualification available to those progressing from their early career years.

**Retention and career progression** including:

- professional standards
- performance management
- professional learning and the national networks
- leadership including succession planning.

## Recruitment

### Promoting teaching, recruiting teachers and training them for the profession

We recognise the importance of ensuring that teaching as a profession is well promoted and seen as an attractive proposition in the competitive field of graduate recruitment. Recently we have been utilising the Discover Teaching platform for our current marketing and communication campaigns. Underpinning this has been a range of work to identify motivations and barriers to becoming a teacher in Wales.

Current campaign strategies have targeted:

- graduate-level teaching assistants – passionate teaching assistants who may be looking to take the next step in their career and develop
- Welsh-medium undergraduates – studying priority disciplines
- graduates/career changers – those who have graduated from target disciplines and have begun their career in other fields.

Responsibility for the Discover Teaching platform is now moving to the Education Workforce Council (EWC) and they will assume responsibility for the running of the platform as well as scoping and developing a three-year marketing strategy to support the promotion of teaching as a career.

Once we have attracted and recruited the right calibre individuals for ITE it is vital that the provision is of the highest quality. We have already reformed and put in place accreditation arrangements for new ITE provision that will significantly reform how teacher education is delivered in Wales.

In addition to the new more rigorous accreditation arrangements, involving the newly formed (2017) EWC Teacher Education Accreditation Board, the ITE reforms require future accredited ITE partnerships to design and deliver courses that support the four purposes of Curriculum for Wales 2022 and address the six areas of learning and experience in order to develop future teachers to meet the needs of all learners.

The criteria recognise the value and the difference a truly collaborative ITE system can make, where higher education institutions and schools work in genuine partnership. The criteria set out a model whereby schools and higher education institutions have their equal part to play in offering the balance of theoretical and practical input to ensure a high-quality experience for our future teachers.

It is our aim to develop a complete suite of coherent quality routes into teaching, supporting beginner teachers through their initial teacher education (ITE) to achieve qualified teacher status (QTS). We want all routes to have the same vision and understanding of the future teaching workforce and meet the needs of talented potential teachers, whatever their background and circumstances.

The addition of two new alternative routes into teaching is the latest in a series of reforms designed to revolutionise the way ITE is provided in Wales. Following procurement the Open University were appointed as our development and delivery partners for the two new routes. These routes are a:

- **part-time postgraduate certificate of education (PGCE)** – to provide a high-quality alternative to full-time ITE study removing the need for students to travel just to attend their chosen ITE programme; while maintaining the school-based experience, students could also interact with their lecturers and fellow students online, and remove any barriers that might be caused by their location or distance from a university
- **new employment-based scheme (EBS)** with PGCE – for student teachers employed in school from the outset, targeted to priority areas to help regional consortia address proven teaching shortages in schools region by region.

This will provide three routes into teaching in Wales, each distinct but of equal quality and rigour leading to QTS:

- full-time ITE programmes (both undergraduate and PGCE)
- part-time PGCE
- our new employment-based scheme (EBS).

We also need to review the use of targets for recruitment to ITE programmes. The overall ITE intake requirements are set annually by the Welsh Government, based upon statistical information following updates to the Teacher Planning and Supply Model (TPSM). In undertaking this work the Welsh Government works closely with the EWC who supply data to inform the model and undertake demand analysis to inform the process. This model takes into account learner demographic projections, teacher vacancy rates and numbers of registered teachers. The level of recruitment has remained reasonably constant over recent years but remains below target in certain areas.

We recognise that even when teaching is well promoted and an attractive postgraduate career, with great teacher education to prepare entrants for the profession, there are areas of recruitment where incentives may be necessary to recruit the right calibre of graduate, or to support recruitment to priority disciplines.

Recruitment incentives have been available for many years but incentives in recent years have been targeted towards those graduates with high levels of discipline knowledge at degree level who are training to teach priority disciplines. The current incentives scheme has been continued for 2019–20 while research was undertaken, however following a series of research projects into the effectiveness of incentives and their use across other professions and countries we have revised and refocused our incentives schemes for the 2020–21 academic year.

### During 2019–21 we will:

- establish a fully operational communications strategy for autumn 2019
- have a new digital platform promoting teaching by May 2020 and have the enhanced Discover Teaching platform fully operational by January 2021
- undertake a comprehensive lessons learnt exercise following first rounds of accreditation (both full-time and alternative routes) and refine our approach if necessary
- develop a strategic approach to teacher trainee recruitment to address the low levels of recruitment – this will include a review of TPSM, the targets, and capped levels of recruitment
- undertake a wide range of research considering incentives and recruitment strategies by autumn 2019
- introduce revised incentives schemes to be in place January 2020 for use in academic year 2020–21
- monitor the recruitment levels in those areas that attract incentives ensuring they increase to the levels we need
- work with partners to submit accreditation documentation to the EWC for the EBS (secondary science) by October 2019, with the first cohort by spring 2020
- work with partners to deliver the first cohorts of part-time PGCE September 2020.

### Success criteria

- ITE programmes are robust and effective at attracting and training high-quality new teachers for the profession.
- Increased levels of recruitment across all areas of teacher training with no detrimental impact on priority areas.
- Increasing the level of recruitment into those areas attracting incentives.
- Projected numbers are met for the EBS and part-time routes.
- Diversity measures indicate that the teaching workforce is more representative of the communities they serve.
- Part-time PGCE and the EBS become well-established and included in the TPSM as a key aspect of recruitment and workforce planning into the profession.

## Early career stages for teachers

We recognise that the early career stages for teachers are some of the most crucially important years. The support, help and inspiration that early career stage practitioners receive fundamentally shapes their practice and our support for the early career stages is as vital and fundamental as the preparation that ITE provides.

The expert panel that reported on *Teaching: A valued profession* was of the view that the start to the profession is too abrupt in the move from training to qualification.

The new Professional Standards for Teaching and Leadership try to ensure that people who complete their induction year are good teachers, however formal mentoring and support ceases after one successful year in school and there are calls for support to be offered to teachers over a longer period. Recommendations from *Teaching: A valued profession* suggested that the professional learning of early career stage practitioners should be closely supported until the end of the fourth year of their career.

In response to this the Welsh Government proposes the development of an Early Career Support Package for practitioners in Wales. The components of this package would include:

- a refocusing of induction and review of the current arrangements
- the collaborative development of a national induction pathway and curriculum including key areas of curriculum reform and specific support in regard to discipline specialisms for secondary practitioners
- the development and introduction of a national dedicated coaching and mentoring programme
- a national early careers professional learning package
- the development of a new Masters level qualification to support those progressing through their early career and those more established practitioners beyond the early career stages.

### **Statutory induction for newly qualified teachers (NQTs)**

On attaining QTS at the end of ITE, all NQTs must successfully complete an induction period in order to be able to work as a teacher in a maintained school. NQTs have a year (or equivalent for those working part-time or as short-term supply teachers) to reflect on their practice and gather evidence to show they are meeting the required professional standards and relevant descriptors. NQTs access the professional standards for teachers and leaders, and practitioners assisting teaching in schools, and record their evidence via the online Professional Learning Passport (PLP) hosted by the EWC.

During induction, every NQT receives mentoring and supervision from a suitably qualified mentor (usually based within the school). The arrangements are quality-assured by an external verifier before a recommendation is made on the induction outcome (pass/fail/extension). The appropriate body (based in the local authority or regional consortia) makes the final decision, which is then subject to scrutiny via a national moderation process.

Developing a high-quality education profession is central to the realisation of Curriculum for Wales 2022. Statutory induction is an important feature of our system that:

- builds on the experiences gained in ITE to support career-long professional growth
- supports NQTs to have the best start to their teaching career
- provides all NQTs with the opportunity to develop their practice by focusing on the requirements set out in the professional standards
- prepares all NQTs for their career as a teacher by establishing the skills and behaviours they need to build on throughout their career
- ensures that NQTs are equipped to meet the challenges of the education reform agenda.

## New modes of early career support and professional learning

As outlined we want to increase the levels of support available to practitioners in the early career stages. This will include a dedicated programme of coaching and mentoring and a set of standards for mentor support along with a programme of common professional learning for mentors. This will ensure the highest quality support for practitioners in their induction years and ensure a workforce of qualified mentors which is consistent with the drivers of the NAPL.

We also propose to develop a national professional learning package for the early career years that prepares teachers to be lifelong learners and creates an understanding within our practitioners that professional learning is a career-long process and expectation. We propose to work with the regional consortia to develop this package for the years from induction to career year five. This will bring consistency and coherence to what is delivered to all teachers across years one to five of practice.

We are working closely with the higher education institutions to develop a common Masters level qualification to be delivered across Wales through mutual agreements reached by our higher education institutions partners.

### During 2019–21 we will:

- explore the use of the professional standards by NQTs during induction as part of a wider evaluation of the impact of the professional standards across the profession
- review induction arrangements in Wales in light of recommendation in *Teaching: A valued profession* and changes to arrangements in England
- undertake research to better understand the factors that lead to successful completion of induction via the short-term supply route
- review regional consortia support programmes for NQTs undertaking induction, and work collaboratively to develop a national induction pathway
- consider the role of pay and conditions and incentives in facilitating induction arrangements in Wales
- develop a national coaching and mentoring programme for NQTs and those in their first four years of teaching
- develop a national professional learning programme with the regional consortia to support teachers from induction and through their early career stage
- continue to develop a new Masters level programme for teachers
- implement new arrangements for induction in Wales.

### Success criteria

- Induction arrangements are more robust, transparent and consistent across the regions.
- Increased alignment of ITE and induction.
- Improved retention rates of NQTs in their first five years of practice.



## Retention and career progression

### Professional standards for teachers, leaders and those who assist teaching

Professional standards describe the skills, knowledge and behaviours that characterise excellent practice and support professional growth. Significant work has been undertaken to review and reset the professional standards for teachers and leaders as well as practitioners assisting teaching in schools.

Professional standards are intended to:

- set clear expectations about effective practice during a practitioner's career including, where applicable, entry to the profession
- enable practitioners to reflect on their practice, individually and collectively, against nationally agreed standards of effective practice and affirm and celebrate their successes
- align with the NAPL and support practitioners to identify areas for further professional development
- form a backdrop to the performance management process.

The professional standards reflect practice that is consistent with the realisation of Curriculum for Wales 2022. Practitioners engage with the professional standards via the PLP which is hosted by the EWC.

The standards have been rolled out in a phased way.

<b>September 2017</b>	NQTs undertaking induction use the professional standards.  Professional standards made available for all other teachers and leaders to adopt over the coming year at a time to suit them.
<b>September 2018</b>	All teachers and leaders required to use the professional standards (statutory requirement).
<b>May 2019</b>	Consultation response on the professional standards for assisting teaching published.
<b>July 2019</b>	Professional standards for assisting teaching finalised and published.
<b>September 2019</b>	Professional standards for assisting teaching used by schools on a voluntary basis.

#### During 2019–21 we will:

- evaluate the use and effectiveness of professional standards by teachers, leaders and NQTs in the context of performance management, National Professional Qualification for Headship (NPQH) and statutory induction
- develop professional standards for regional Challenge Advisers and those supporting school improvement.

### Success criteria

- Increased use of the Professional Learning Passport (PLP) to reflect on professional standards.
- Positive feedback on the professional standards from the Standards Evaluation Project.

### Performance management

In order to ensure effective delivery of Curriculum for Wales 2022, we must be clear about those things that we wish to value and measure across the entire system – in relation to learners and their teachers, schools and their leaders, and the range of partners who play key roles in the system.

The requirements of a school's performance management policy are set out in the School Teacher Appraisal (Wales) Regulations 2011. The regulations are accompanied by non-statutory Welsh Government guidance, published in 2012 and available on Hwb at [hwb.gov.wales/professional-development/performance-management](http://hwb.gov.wales/professional-development/performance-management).

Much has changed since the introduction of these regulations and there is a need to update them to ensure they are in line with the vision for education. This includes the introduction of new Professional Standards for Teaching and Leadership; the NAPL; reform of ITE; the introduction of Curriculum for Wales 2022; an evolving qualifications framework and the launch of the National Academy for Educational Leadership Wales.

Following the devolvement of teachers' pay and conditions to the Welsh Government, there is a commitment in *Our national mission* to develop a framework for a pay and conditions system that contributes to a highly motivated teaching profession which will underpin the delivery of Curriculum for Wales 2022. *Teaching: A valued profession* presents a number of recommendations on the future pay and conditions arrangements for Wales, one of which is:

'progression in salary, for teachers and head teachers, should depend upon a Professional Development Review process which includes a consideration of the contribution to 'Our National Mission', the extent and impact of collaboration with schools elsewhere, the impact of the professional learning on pedagogy as well as the outcomes of pupils in the school.'

In addition, the schools as learning organisations model for Wales supports schools to develop a professional learning culture through sharing knowledge and experience with other schools. Engagement with the model will inspire new approaches to professional learning and support schools to successfully implement Curriculum for Wales 2022. It is important that schools' performance management process is aligned to both the new professional standards and supports this model.

**During 2019–21 we will:**

- review performance management arrangements with a view to moving emphasis towards professional development review
- pilot new arrangements for headteachers and teachers
- consider how professional development review can be undertaken for teaching assistants and pilot arrangements if deemed appropriate.

**Success criteria**

- All practitioners using new professional development review arrangements from September 2022.
- All practitioners reflecting on professional standards to inform their professional development reviews.
- Information from professional development reviews being used to inform school development plans and professional learning needs of practitioners.

**Professional learning and the national networks**

We are committed to explore how we can deliver a Welsh right to lifelong learning to invest in the skills which people need throughout their lives for their individual benefit and for the benefit of our economy, communities and society. Within this context, and as frontline deliverers, we believe our education practitioners must be supported to exercise their own right to continue learning. We are committed to ensuring that all educational practitioners receive the support they need to deliver Curriculum for Wales 2022. A new National Approach to Professional Learning (NAPL) ([hwb.gov.wales/professional-development/national-approach-to-professional-learning](http://hwb.gov.wales/professional-development/national-approach-to-professional-learning)) was formally launched in October 2018. This home-grown approach to professional learning reflects a key point in the reform journey. The NAPL has been designed to create a vision fit for the evolving education system in Wales with a national professional learning entitlement for all educational practitioners, not just teachers. It aligns our new professional standards, the schools as learning organisations approach and the professional learning model, to create a vision fit for our evolving education system.

The NAPL is centred on the learner and embodies the four purposes of Curriculum for Wales 2022. It is designed to be responsive to school, local and national priorities, and encompasses the individual learning journey of all practitioners.

An enhanced £24 million funding allocation was made available over the 18 months to March 2020 to ensure all practitioners are prepared for Curriculum for Wales 2022. This funding is flexible to allow schools to work together in ways that suit their own circumstances. We have increasingly recognised the importance of creating the time and space for practitioners and leaders to work together across schools and networks to get ready for Curriculum for Wales 2022. This is why the Welsh Government has proposed and taken forward additional INSET days to provide additional whole-school time for all practitioners to be able to do this.

For those practitioners who assist teaching we have been clear that the NAPL is about all staff who support learning in the classrooms including teaching assistants. In providing additional funding for professional learning we have again been clear that the funding is to support teachers and leaders but also importantly those who assist teaching. We have worked with our Regional School Improvement Services to develop the support and training available, including developing and increasing the numbers awarded for the Higher Level Teaching Assistants (HLTA) status and in developing a learning pathway for all teaching assistants. The Teaching Assistant Learning Pathway (TALP) ranges from support for newly appointed teaching assistants, through HLTA and to specialist teaching assistants, ensuring every teaching assistant has the opportunity to develop their skills and experience through professional learning. There is also a clear expectation that those who assist teaching will be included in the new National Professional Learning INSET days as the system prepares for realisation of Curriculum for Wales 2022.

Following the establishment of the National Network for Excellence in Mathematics and the National Network for Excellence in Science and Technology in 2017, the publication of the draft Curriculum for Wales 2022 and other developments, it has become clear that there is a need to re-invigorate the national networks and a decision was taken to establish six new national networks, one for each area of learning and experience. The creation of national networks for each of the areas of learning and experience will draw together knowledge for teaching practice in each of the areas of learning and experience for 3 to 19-year-olds, coordinate the development and delivery of recognised practice including professional learning, and research to improve learner experiences.

Each national network will support practitioners' understanding of their area of learning and experience while refining and developing the area of learning and experience on an ongoing basis. The national networks will also identify professional learning implications arising from Curriculum for Wales 2022 and direct professional learning provision when necessary. They will support evidence-based pedagogical development in their area of learning and experience and will provide national guidance and tools, develop action research, and support collaboration between schools and other partners.

We are also working to build the supporting infrastructure for professional learning by working with practitioners to develop digital resources to support a common professional learning programme for curriculum reform.

A new automated national schools as learning organisations survey has been made available to all schools, and every headteacher in Wales has received an invitation from regional consortia to engage with the survey. This move to a nationally available survey, along with the support available from lead schools and the regions, supports the wider transition to a self-improving schools system, with all tiers of the education system developing as learning organisations, including the Welsh Government.

**During 2019–21 we will:**

- fully implement the NAPL by April 2020 and support all schools to develop as learning organisations
- launch a national programme to develop all practitioners as professional enquirers in readiness for Curriculum for Wales 2022
- continue to support the professional learning of those who assist teaching through continued development of the TALP and refinement of the HLTA programme in line with the new Professional Standards for Assisting Teaching
- establish new national networks for each area of learning and experience
- develop comprehensive delivery plans outlining what each national network's priorities are and what they will provide
- fully transition to a self-improving system, with all tiers of the education system functioning as learning organisations.

**Success criteria**

- Ensure all practitioners receive the support they need to deliver Curriculum for Wales 2022.
- All schools access enhanced professional learning funding to target support at the local level.
- Increased levels of engagement and readiness for Curriculum for Wales 2022.
- Implementation of a national framework to accredit professional learning provision at all levels.
- Ensure all practitioners feel they are a member of a national network, and make sure that each national network provides practitioners with key support for curriculum design, professional learning, pedagogical practice, and access to evidence and research.

**Leadership including succession planning**

The current reforms to our education system require school leaders that are well prepared and supported to lead their organisations. *Our national mission* puts leadership at the centre of reforms and 'Inspiring leadership' is a key enabling objective.

To support this area of work we established the National Academy for Educational Leadership Wales, who will quality assure, support and build on the leadership provision that currently exists ensuring equity of access through provision that is universally available and delivered locally.

In Wales, support to progress your teaching career and enhance leadership skills is delivered through a number of development programmes. Interest in, and participation rates for, the NPQH Programme has grown over the three years leading to this workforce development plan, with the introduction of an enhanced programme that includes coaching, mentoring and a high-level development programme. New programmes to support acting and new

headteachers were the first to receive National Academy for Educational Leadership Wales endorsement ensuring that those taking up these critical leadership roles receive support in the early years of headship. Endorsed provision is also available for experienced headteachers and each year the National Academy for Educational Leadership Wales recruits a dozen experienced headteachers to act as Academy Associates leading on the issue of setting-based system leadership.

We recognise that in order to support our practitioners and our system there are areas that need to be developed. Succession planning, as a systemic and coherent process, needs to be made a strong feature of our system. We have charged the National Academy for Educational Leadership Wales, working with other key stakeholders, to start to address this area as part of its three-year remit.

#### **During 2019–21 we will:**

- further develop an NPQH Programme that is innovative and challenging, and supports the development and implementation of Curriculum for Wales 2022
- continue to work with the education sector to develop new and innovative leadership development provision that is endorsed and supported through the National Academy for Educational Leadership Wales
- undertake work to consider the role of executive headteachers and new models of school leadership linked to the changing shape of school organisation including addressing the needs of small and rural schools, and supporting leaders in federations and all-age schools (3 to 16 or 3 to 19 schools)
- work with the National Academy for Educational Leadership Wales and other partners to identify issues and trends in the workforce data in regard to progression and succession planning
- work with the National Academy for Educational Leadership Wales and partners to develop succession planning proposals that work at a local, regional and national level.

#### **Success criteria**

- A wider range of opportunities available to develop present and future leaders.
- Evidence of improvement in the number of high-quality applicants for leadership posts in school.
- Evidence of more effective support being given to school leaders by a growing body of effective business managers and governing bodies.
- All schools and local authorities, and where appropriate diocesan authorities, having a clear succession plan in place for practitioners and leaders, and practitioners and schools have confidence that succession planning is more coherently addressed and is a recognisable feature of the system moving forward.
- All key partners are committed to working together to create sensible system-wide solutions for succession planning.

## Governance, monitoring and beyond 2021

There are existing governance arrangements in place to manage and support our education reforms, which we will engage to help support and monitor delivery of the workforce development plan. This will include our existing reform programme (see [gov.wales/education-wales-reform-how-decisions-are-made](https://gov.wales/education-wales-reform-how-decisions-are-made)), Delivery Board and Change Board considering and agreeing progress, and expert groups continuing to provide advice on areas of the workforce development plan, such as the arrangements in place for recruitment and retention.

The workforce development plan goes into some detail for the activity we and our partners will undertake up to 2021. While some actions go beyond this point, by 2021 a number of the actions outlined here will have come to fruition. We expect to revisit the workforce development plan during 2021 to articulate the further actions required within the context of the next term of government and beyond.