

Professional learning for practitioners: GwE

Provision	Brief outline	Which professional standard(s) does the professional learning support?	Audience	Further information
<p>Collaboration in GwE Networks - Canolfan Gefnogaeth GwE (gwegogledd.cymru)</p>	<p>GwE works collaboratively with schools across the region in various ways which include Head Teacher and Deputy Head Forums, Foundation Learning Networks, Subject Networks. Specific examples as below:</p> <p>Regional and Local Networks These Networks work in partnership with Professor Graham Donaldson, GwE and the six North Wales Local Authorities to:</p> <ul style="list-style-type: none"> • contribute to regional and local planning, designing and sharing of curriculum practice. • work collaboratively with a group of peers supporting curriculum design on a local level and support AOLE development on a regional level. • communicate and cascade learning and successful practice 	<ul style="list-style-type: none"> • Collaboration • Innovation • Leadership • Pedagogy • Professional learning 	<p>All practitioners</p>	<p>All schools in the region have access to the collaborative arrangements in GwE. They can contact their SIA or the PL team for further information.</p>

	<p>across the schools within the local authority.</p> <ul style="list-style-type: none"> • support the development of a consistent and inclusive common programme of Professional Learning around curriculum design and assessment within AoLEs. • contribute to developing planning and design models to support schools in trialling, evaluating and preparing the workforce for first teaching. • ensure appropriate cohesiveness and capacity to provide high quality regional resources in this area. <p>Cluster and/or alliance work Mature Clusters in the primary sector and Alliances in the secondary sector have been developed to further deepen collaboration to ensure that self-improving is a central role of schools and teachers in supporting other schools, so that strengths are spread across the system and areas for improvement are addressed through collaboration through peers. This work also promotes collaboration across 3 to 16</p>			
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	<p>continuum and the transition of learners. Our role in GwE is central in helping to facilitate and develop these relationships.</p> <p>Schools Partnership Programme The Schools Partnership Programme (SPP) develops the confidence, capability and culture in and between schools to lead their own improvement through a continuous cycle of school self-review, peer review and school-to-school support and improvement.</p>			
Bespoke support	GwE will provide bespoke support to any school as required. This forms a package of professional learning that is brokered between the school leaders, Supporting Improvement Advisors and the professional learning teams. This will be captured in each individual school's support plan.	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	All practitioners but in response to a specific request.	All schools in the region have access to bespoke support. They can contact their SIA for information.
<p>Equity and Wellbeing</p> <ul style="list-style-type: none"> • ALN • Vulnerable learners • EoTAS • PDG • LAC 	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the professional learning</p>	Delivery method is carefully considered in the PL planning process in order to ensure timely and convenient access for all practitioners. Common PL delivery methods are:

	determine need and considers the efficacy of the PL that is offered.		planning process.	<ul style="list-style-type: none"> programmes (a series of events in person or online) events (one off events in person or online) network meetings including clusters, alliances, regional CfW network, subject forums. drop in sessions webinars (run live but have recordings shared) podcasts <p>The provision of PL is through either one, or a combination of:</p> <ul style="list-style-type: none"> GwE staff Regional Network members Practitioners (based in
Welsh Language	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>	<ul style="list-style-type: none"> Pedagogy Professional learning Collaboration Innovation Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional learning process.</p>	
<p>Pedagogy</p> <ul style="list-style-type: none"> Enquiry Foundation Learning MAT 12 Pedagogical Principles AFL 	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>	<ul style="list-style-type: none"> Pedagogy Professional learning Collaboration Innovation Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional learning process.</p>	
<p>Curriculum Design, planning and Evaluation</p> <ul style="list-style-type: none"> Post 16 Digital 6 AoLEs Mandatory elements 	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information</p>	<ul style="list-style-type: none"> Pedagogy Professional learning Collaboration Innovation Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional</p>	

<ul style="list-style-type: none"> • Cross cutting themes • Secondary subject support • Global futures 	<p>from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>		<p>learning process.</p>	<p>schools in the region and funded to support specific areas)</p>
<p>Skills</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Digital competency • Integral Skills <ul style="list-style-type: none"> ○ creativity and innovation ○ planning and organising ○ personal effectiveness ○ critical thinking and problem solving 	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional learning process.</p>	<ul style="list-style-type: none"> • External experts
<p>Assessment and Progression</p>	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional learning process.</p>	

<p>Transition</p>	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional learning process.</p>	
<p>Leadership</p> <ul style="list-style-type: none"> • Peer engagement e.g. SPP • Self-evaluation • School improvement • Governors • Coaching • Middle Leaders 	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional learning process.</p>	
<p>ITE / NQT</p>	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional</p>	

	determine need and considers the efficacy of the PL that is offered.		learning process.	
TALP	<p>The PL offer for each area will be identified through analysis of need at school level and from Local Authority, regional and national priorities.</p> <p>This is based on a robust evaluation process that synthesises information from a range of sources to determine need and considers the efficacy of the PL that is offered.</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	<p>All practitioners</p> <p>Audience and purpose is clearly defined in the planning professional learning process.</p>	