

Professional learning for practitioners - Education Achievement Service (EAS)

Provision	Brief outline	Which professional standard(s) does the professional learning support?	Audience	Further information
Collaboration in the EAS	<p>The EAS has a broad range of arrangements to support 'school to school' and partnership working across the southeast Wales region. Professional learning opportunities/programmes are co-constructed with schools and delivered by school-based delivery partners or through professional networks.</p> <p>These delivery networks are:</p> <ul style="list-style-type: none"> • Learning Network Schools - These schools provide school to school support for professional learning in respect of leadership, teaching, curriculum and subject support. • Professional Learning Schools - These schools co-ordinate cluster based professional learning, ensure all cluster schools are aware of the regional offer and deliver programmes of support for practitioners across the workforce. • Cluster based leads for Welsh, to support and plan for the cluster professional learning requirements in the Welsh language. • Professional Learning/ Wellbeing Leads. The EAS provides funding to support wellbeing leads in every school/cluster across the region. This supports collaboration both within and across schools, LAs and the region. 	<ul style="list-style-type: none"> • Collaboration • Innovation • Leadership 	All practitioners	<p>All schools in the region have access to the collaborative arrangements in the EAS region.</p> <p>Collaboration through the EAS takes the form of:</p> <ul style="list-style-type: none"> • bespoke support: provided by a 'school to school' support school • professional learning: Via a structured programme or research and enquiry. • clusters: Collaborations of schools within a cluster focused on, developing curriculum design, progression and assessment in respect of Curriculum for Wales • collaborative leadership networks at all key milestones and practitioner networks
Bespoke support (at school or individual practitioner level)	<p>The Education Achievement Service (EAS) will provide bespoke support to any school and / or individual practitioner, as required. This forms a package of professional learning that is brokered between the school leaders, improvement partners and the curriculum, professional learning, well-being and equity teams.</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration • Innovation • Leadership 	All practitioners but in response to a specific request.	<p>All schools and settings across the EAS have access to bespoke support as required for their own context. Support can be accessed through discussions with their School Improvement Partner.</p>
<p>EAS PL for Curriculum for Wales:</p> <ul style="list-style-type: none"> • Curriculum design • AOLES 	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas for schools or individual practitioners.</p>	<ul style="list-style-type: none"> • Pedagogy • Professional learning • Collaboration 	<p>All practitioners</p> <p>PL is written for specific audiences, others are for all</p>	<p>Access via PL Website: EAS Supporting Our Schools (google.com)</p>

<ul style="list-style-type: none"> • Progression and Assessment • Cross curricular skills • Cross-cutting themes • Digital learning • Research and Enquiry • Early Years • Global Futures 	<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"> • Innovation • Leadership 	<p>with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning of the professional learning process.</p>	<p>EAS Supporting Our Schools - EAS Professional Learning Calendar and Session Recordings (google.com)</p> <p>The delivery method is carefully considered in the PL process through the 'planning professional learning meeting' in line with our 'producers of PL guidance'.</p> <p>Common PL delivery methods are:</p>
<p>Qualifications and Assessment</p>	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning professional learning process.</p>	<ul style="list-style-type: none"> • Programmes (a series of events in person or online) • Events (one off events in person or online) • Assignments (asynchronous professional learning with one or more modules) • Collaborative Networks • Briefings • Curriculum for Wales Website including webinars (run live but have recordings shared), case studies , projects (which provide PL to those engaged and generate learning for the system) • Teaching and Learning PL Offer • Wellbeing and Equity • Governors PL Offer • EAS ITE Strategic Partnerships • Newly Qualified Teachers • Teaching Assistants • Post 16 • Welsh and Bilingualism • EAS Supporting Our Schools - Planning for School Improvement (google.com)
<p>Pedagogy</p>	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning professional learning process.</p>	<p>The provision of PL is through either one, or a combination of:</p> <ul style="list-style-type: none"> • EAS staff • school to school provision including: Curriculum for Wales Learning Network Schools, Professional Learning and Wellbeing and Equity schools • external experts • collaboration with strategic partners
<p>Health, Equity and Wellbeing:</p> <ul style="list-style-type: none"> • whole-school approach to emotional and mental well-being • supporting all group of vulnerable learners to include: <ul style="list-style-type: none"> ○ ALN ○ CLA ○ Foster carers ○ EAL 	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly</p>	

<ul style="list-style-type: none"> ○ PDG ○ Service children ○ Children at risk of exclusion • developing family and community schools • supporting the more able and talented students, including SEREN network 			<p>defined in the planning professional learning process.</p>	
<p>Leadership and Governors</p>	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning professional learning process.</p>	
<p>Initial Teacher Education (ITE) and Newly Qualified Teacher (NQT)</p>	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning professional learning process.</p>	
<p>Teaching Assistant Learning Pathway (TALP)</p>	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and</p>	

			purpose is clearly defined in the planning professional learning process.	
Post 16	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning professional learning process.</p>	
Welsh and bilingualism	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning professional learning process.</p>	

<p>School Improvement</p>	<p>The PL offer for each area is dynamic and extensive. We aim to be both proactive in line with national policy and regional strategy, whilst being reactive to emerging needs or identified focus areas.</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>Some of the PL is written for one specific audience, others are for all with opportunity to reflect what that means in a specific role. Audience and purpose is clearly defined in the planning professional learning process.</p>	
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