

Professional learning for practitioners: Central South Consortium (CSC)

Provision	Brief outline	Which professional standard(s) does the professional learning support?	Audience	Further information
<p>Collaboration in the Central South Wales Challenge (CSWC). https://www.cscjes.org.uk/self-improving-system</p>	<p>The strategy is based upon 7 underlying principles commonly found in successful school systems.</p> <ul style="list-style-type: none"> Schools are communities where collaborative enquiry is used to foster improvements in practice. Groupings of schools engage in joint practice development. Where necessary, more intensive partnerships are organised to provide support for schools facing difficulties. Families and community organisations support the work of schools. Coordination of the system is provided by school leaders. Local authorities work together as the conscience of the system. Accountability is clear at all levels and used effectively to drive improvement. 	<ul style="list-style-type: none"> Collaboration Innovation Leadership 	All practitioners	<p>All schools in the region have access to the collaborative arrangements in CSC. They can contact their IP or the Curriculum and PL team for information.</p> <p>Collaboration through the CSWC takes the form of:</p> <ul style="list-style-type: none"> school improvement groups (SIGs): Cross local authority school collaborations where convenors act as the professional learning lead and facilitate enquiry-led improvement clusters: collaborations of schools within a cluster focused on Curriculum for Wales and the wider education reforms school leader and practitioner networks: CSC and/or school leader and practitioner facilitated networks focused on specific areas.
Bespoke support	<p>CSC will provide bespoke support to any school as required. This forms a package of professional learning that is brokered between the school leaders, improvement partners and the curriculum and professional learning team.</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 in the region have access to bespoke support. They can contact their IP or the Curriculum and PL team for information.</p> <p>PL and support requests support@cscjes.org.uk</p> <p>Events and bookings: businessdesk@cscjes.org.uk</p>

<p>CSC PL for curriculum:</p> <ul style="list-style-type: none"> • AOLEs • Blended and remote learning • Cross curricular skills • Cross-cutting themes • Curriculum for Wales • Curriculum design • Digital learning • Foundation Learning 	<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>Access via website.</p> <p>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> <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) • network meetings • briefings • drop in sessions • webinars (run live but have recordings shared) • podcasts • case studies • blogs • projects (which provide PL to those engaged and generate learning for the system) <p>The provision of PL is through either one, or a combination of:</p> <ul style="list-style-type: none"> • CSC staff • lead practitioners (based in schools in the region and funded to support specific areas) • external experts
<p>Outdoor education and educational visits</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>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>Post 16</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>	

Qualifications and assessment	<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>	
Equity and well-being <ul style="list-style-type: none"> • ALN • CLA • EAL • PDG • Vulnerable learners 	<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>	
ITE/NQT	<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>	
Leadership and governors	<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>	

School Improvement	<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>	
TALP	<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>	