

## Professional learning for practitioners – Mid Wales Education Partnership (MWEP)

Provision	Brief outline	Which professional standard(s) does the professional learning support	Audience	Further information
Collaboration	<p>MWEP offers supportive collaborative mechanisms for schools and settings through:</p> <ul style="list-style-type: none"> <li>• Clusters/groups of schools – collaboration of schools focused on priorities designed to support Curriculum for Wales and the wider education reform</li> <li>• School to school – partnerships developed and supported between schools across the region focusing on specific needs</li> <li>• Networks – MWEP and middle leaders facilitated networks focused on specific areas</li> </ul> <p>Professional Pathways – Professional Learning (PL) opportunities co-constructed and delivered by school leaders, practitioners and MWEP.</p>	<ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	All practitioners	All schools in the region have access to the collaborative arrangements in MWEP. They can contact their SIA or the curriculum and PL team for information.
Bespoke support	The Mid-Wales Education Partnership 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. An annual professional learning menu is provided for all practitioners.	<ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	All practitioners but in response to a specific request.	All schools and settings in the partnership have access to bespoke support. They can contact their SIA or PL Team for information.

<p>MWP PL for Curriculum:</p> <ul style="list-style-type: none"> <li>• Curriculum for Wales</li> <li>• Curriculum Design</li> <li>• AOLES</li> <li>• Progression and Assessment</li> <li>• Cross Curricular Skills</li> <li>• Cross-cutting themes</li> <li>• Digital Learning</li> <li>• Research and Enquiry</li> <li>• Foundation Learning</li> </ul>	<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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the planning professional learning process.</p>	<p>Access via PL website:</p> <p><a href="#">Powys PL site</a> <a href="#">Ceredigion PL site</a></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"> <li>• Programmes (a series of events in person or online)</li> <li>• Events (one off events in person or online)</li> <li>• Assignments (asynchronous professional learning with one or more modules)</li> <li>• Network meetings</li> <li>• Briefings</li> <li>• Webinars (run live but have recordings shared)</li> <li>• Case studies</li> <li>• Projects (which provide PL to those engaged and generate learning for the system)</li> </ul> <p>The provision of PL is through either one, or a combination of:</p> <ul style="list-style-type: none"> <li>• MWP staff</li> <li>• Pedagogy Leads (based in schools in the partnership and funded to support specific areas)</li> <li>• External experts</li> </ul>
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<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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the professional learning planning process.</p>	
<p>Equity and Wellbeing</p> <ul style="list-style-type: none"> <li>• Whole-School approach</li> <li>• ALN</li> <li>• CLA</li> <li>• EAL</li> <li>• PDG</li> <li>• Vulnerable learners</li> </ul>	<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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the professional learning planning 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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the professional learning planning 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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the professional learning planning process.</p>	
Teaching Assistant Leadership Pathway (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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the planning.</p>	
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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the professional learning planning process.</p>	

<p>Welsh and bilingualism</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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the professional learning planning 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"> <li>• Pedagogy</li> <li>• Professional learning</li> <li>• Collaboration</li> <li>• Innovation</li> <li>• Leadership</li> </ul>	<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 are clearly defined in the professional learning planning process.</p>	