



ERW

Ein Rhanbarth ar Waith
Education through Regional Working

ERW Business Plan 2019-2020

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The ERW Consortium is a Joint Education Service for six local authorities:

- Carmarthenshire
- Ceredigion
- Neath Port Talbot
- Pembrokeshire
- Powys
- Swansea

The Consortium is commissioned by, and acts on behalf of, the six local authorities to develop a school improvement service that challenges, monitors and supports schools to raise standards.



'Improving Learning Together'

Aims

ERW is a regional partnership designed to promote excellence in all schools through a self-improving system. This will be achieved through collaborative planning for the new curriculum and the provision of professional learning and leadership opportunities that can develop all as individuals, learners, citizens and contributors.

Values

Equity and Fairness

Equity and excellence go hand in hand. Location, deprivation or childhood experiences should not prevent learners from reaching their maximum potential.

Our learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals.

We take pride in the job that we do and we are ambitious for all of our schools and their pupils.

We are committed to ensuring effective learning and that all pupils reach their potential.

Supportive

We celebrate and share success.

We lead by example and inspire confidence in others.

We lead by example and drive continuous improvement, by asking how we could do this better.

We focus on longer-term outcomes rather than short-term goals.

Barriers and challenges are resolved promptly and success is celebrated.

Innovation

We inspire others and continuously seek innovative solutions.

We effectively plan and anticipate change.

We act on opportunities.

We recognise problems and implement solutions

Collaboration

We listen, we reflect and we prepare well and question.

We engage and support each other by working together and developing a shared focus.

We build effective relationships with all stakeholders and partners.

We recognise people's contributions and achievements

We focus on sustainable progress and growth

Integrity

We are trustworthy and reliable

We are able to adapt to changing priorities and seek to create a positive and healthy working environment.

We stand by difficult decisions and openly acknowledge errors.

We challenge and confront poor performance

Delivering Local, Regional and National Priorities



Delivering Local, Regional and National Priorities

All Local Authorities within the region contribute to the regional planning process.

To deliver our priorities we will work collaboratively with stakeholders including the teaching profession and the wider education workforce, the Welsh Government, diocesan authorities, Trade Unions, other regional services, Estyn, the Education Workforce Council (EWC), Qualifications Wales, higher education institutions and others.

The region is confident in tackling identified challenges and building on our strengths. This process requires prioritising the most important aspects of our work and targeting the necessary support to both schools and learners in a timely way. Responding proactively to the objectives set out in Qualified for Life 2 and a Curriculum for Wales a Curriculum for Life will continue to require a significant focus on workforce support and development.

We are committed to supporting a self-improving system. Working in partnership with schools and local authorities, we share our support and resources to improve our school system and as a result, raise standards and performance in the region. The system is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development.

National Mission for Wales





National Mission for Wales

“Our national mission is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.”

Kirsty Williams, Cabinet Secretary for Education

The region’s Business Plan is effectively structured to deliver the priorities and to address the challenges as set out in ‘Education in Wales: Our national mission’ 2017

The region is:

- clear about key roles of leaders as effective planning and providers of intelligence into the system to enable all our schools to play their part in improving learner outcomes and well-being
- knowledgeable about educational inequities within and between partnerships/alliances and able to address them by moving knowledge and expertise; the region is key to facilitating cross-sectoral and multi-agency collaboration to support those in greatest need
- working collaboratively to mobilise expertise and minimise duplication of effort and cost. ERW will continue to operate at a regional scale to build capacity and enable services to target resources and activity effectively towards schools working together
- well led by education professionals who have the intellectual, practical and shared understanding of education leadership within our system – leaders are driven by the curriculum’s four purposes, provide good-quality vision and build strong evolving partnerships

Approach to School Improvement

The Local/Regional Partnership for effective School Improvement: the delivery model

ERW's centrally employed team and its constituent LAs work together in planned, coherent and consistent ways across LA boundaries in order to secure the appropriate support and challenge for school improvement and delivery of curriculum reform. By securing effective co-ordination and sharing, the delegation of funding to schools can be maximized so that the resource reaches those who impact most upon our learners. All partners in the region will collaborate to provide intelligence, verify excellence, set climate and strategic direction and help co-ordinate such working.

'Regional consortia now provide school improvement services on behalf of local authorities. These consortia increasingly provide 'support' for schools, although their emphasis is still too much on accountability and on 'challenging' schools.'

*The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales
2016–2017*

'School-to-school collaboration provides the means of circulating knowledge and strategies around the system; it provides an alternative way of supporting struggling schools to that of exercising top-down intervention; and it develops collective responsibility among all schools for all students' success.'

(OECD, 2014 p.77.)

‘This is what is meant by a ‘self-improving system’ – one that builds capacity, helps to increase ownership of school improvement at school level, and moves expertise and best practice around the system.’

*The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales
2016–2017*

The ERW partnership facilitates an effective model of a self-improving system is one in which school leaders and teachers have the skills, capacity and agency to continually learn and improve their practice so that every child achieves their potential and is prepared for life in an increasingly complex world. These principles should apply to schools, groups of schools and to local authorities.

Over recent years, schools have become better at sharing their best practice for the benefit of all learners. Our self-improving system needs every professional and institution to become aware of their own strengths and areas for improvement, and with this knowledge seek support for their own improvement and offer support for others to improve.

ERW reasonably expect all parts of the regional education system to become participants in this model, so that strengths are shared across the system, and areas for improvement are tackled through peer engagement and support. In achieving this we will ensure that our education professionals can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential.

‘greater collaboration and trust among stakeholders are essential for realising the country’s objective of a self-improving school system’.

(OECD, 2017, p.49)

In its aim to develop a self-improving school system, ERW will support all schools to become learning organisations focusing on realising the following seven dimensions:

- Modelling and growing learning leadership.
- Developing and sharing a vision centred around the learning of all students;
- Creating and supporting continuous learning opportunities for all staff;
- Promoting team learning and collaboration among all staff;
- Establish a culture of inquiry, and collaboration among all staff;
- Embedding systems for collecting and exchanging knowledge and learning; Learning with and from the external environment and larger learning system;



The Welsh Language

The Welsh Language

ERW is committed to the Welsh language and its prosperity, and the language is an integral part of all the administrative procedures of the organisation. We consider the Welsh language to be a central element of the identity of the Region, and we will continue to do as much as we can to promote the language and its use.

As an organisation, we encourage staff and stakeholders to use Welsh in the workplace as much as possible, and support is provided to build confidence and improve the bilingual capacity and skills of staff and stakeholders in order to normalise the use of the Welsh language in the organisation's internal administration. In our Welsh Language Scheme, we have adopted the central principle of the Welsh Language Act 1993, which is that we will treat the Welsh language on an equal basis to the English language, and we are committed to implementing this principle as we conduct our business and provide services to the public. This principle is at the core of the support that we provide to schools, and we are committed to providing a bilingual service for all schools in the region. In order to carry out our work effectively, this means that we require officers with appropriate levels of Welsh-language skills. In each case, therefore, as we recruit, we will consider what level of language skills are required before deciding whether Welsh is a desirable or essential skill. In each case, as in schools, ERW will expect its staff to increase their linguistic competence, and we will provide support and training to enable this increase.

In accordance with the vision *Cymraeg 2050: A million Welsh speakers* (2017) and *Education in Wales: Our national mission 2017-21*, ERW plans its actions with the aim of contributing to the Government's objectives and targets, as outlined in these strategies. Education has a pivotal role in achieving a million Welsh speakers by 2050, and we will be producing and implementing a strategy to increase and strengthen the status of the Welsh language in education across the region. By means of our strategy, we will demonstrate leadership, set targets, and determine upon priorities for action for ourselves and our stakeholders; and through purposeful collaboration and effective investment of time and resources, we will ensure continued progress against Government targets. In accordance with the *Education in Wales* mission, our goal is to ensure that, through our nation's mission to reform education, all learners develop their Welsh-language skills and use the language confidently.

It is an exciting period for education in Wales, and we have the opportunity to ensure that the Welsh language is central to our ambitious and essential reforms. From the preparation of the new curriculum to the professional development of the education workforce and the reform of how we support our learners with additional learning needs, ensuring that the Welsh language is considered at the heart of these developments will be a key priority.

(Welsh in education: action plan 2017-21)

Our Business Planning Process

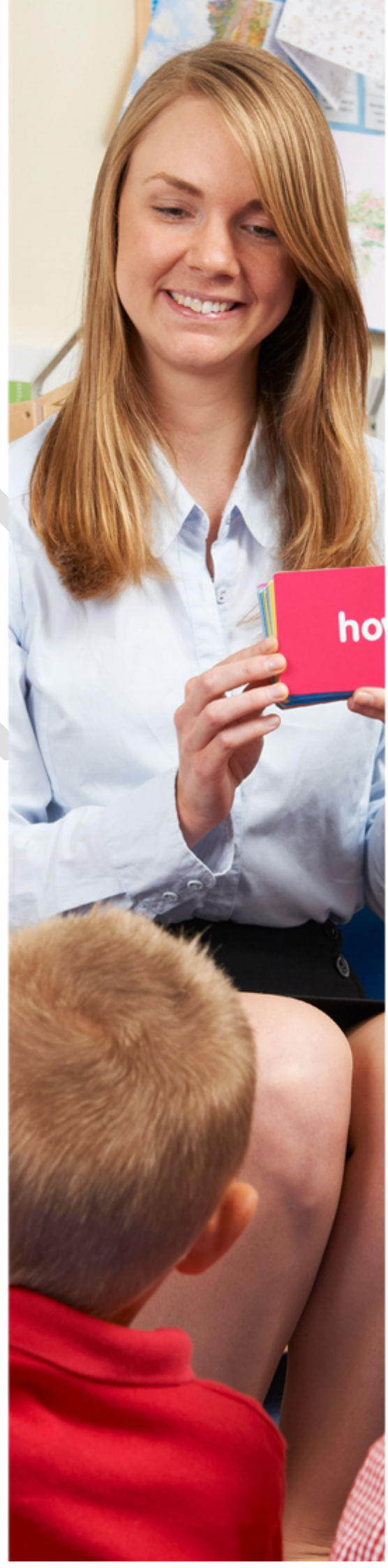
The ERW business planning process sets out to provide clear expectations of the responsibilities and functions undertaken by members of the ERW partnership. The action plans outlined in this document provides a summary of the key roles of schools, Local Authorities and the Region in delivery of the National Mission. Maintaining an effective balance between what can be usefully pooled on a regional or sub-regional basis, the statutory responsibilities of LAs and the day to day expectations of schools needs is agreed across the region.

The joint committee signed off Business Plan is the commissioning document for activities for the coming year. ERW staff and local authority teams are held to account for the delivery of the agreed plan, across the region.

The Business Plan outlines clear accountabilities for each tier of the system, with the highest tier (Joint Committee) taking responsibility for the regional service, its budgeting and planning, and ensuring the integrity of inter-authority working

The ERW Managing Director and senior team work with the Directors of Education, through the various boards to ensure that there is effective alignment of plans, ongoing honest self-evaluation and effective partnership across the region.

The ERW Managing Director and the Directors report to the Advisory Board and a headteacher board, who scrutinise school improvement function, the quality of plans and the quality of delivery to schools.



The Business Plan is part of a planning cycle that takes account of:

- Aspects within the business plan 18/19 that were identified to be developed in 19/20
- The outcomes of self-evaluation, including performance analysis
- Emerging requirements of schools and local authorities
- National priorities – as set out in The National Mission and its enabling objectives
- Cross consortia planning
- Feedback from Estyn

For each of the priorities there is an operational plan that outlines how and when the aspects of each priority will be delivered. These include key success criteria against which progress is measured.

In addition, we will:

- Provide an annual Self Evaluation Report (SER) to the Joint Committee
- Provide at least one performance report to the six Scrutiny Committees, usually in January of each year
- Produce a summary SER each term to the Advisory Board including our live in year evaluations against the priorities
- Review the performance of red and amber schools termly with authorities
- Report termly to the Welsh Government's Challenge and Review sessions

Improvement Priorities

Improvement Priorities

ERW has five improvement priorities that match the enabling objectives of The National Mission:

- **Developing and delivering a transformational curriculum**
- **To develop a high-quality education profession**
- **To develop inspirational leaders and to facilitate them working collaboratively to raise standards.**
- **To develop strong and inclusive schools that are committed to excellence and wellbeing.**
- **To develop robust assessment, evaluation and accountability processes that support a self-improving system**

Plan Priorities

1. **Developing and delivering a curriculum for Wales** The region will work with the education system to support the development of the new curriculum and associated assessment arrangements that will help raise standards for all pupils in the region. The region will ensure that high quality professional learning will enable schools to plan for the new curriculum and all associated assessment arrangements.
2. **Developing a high quality education profession that has a positive impact on learners' progress and standards** The region will support our teachers to be lifelong professional learners that reflect on and enhance their own practice to motivate and inspire the children and young people in their care. The region will support schools to develop pedagogy and practice in order to effectively prepare for 'A curriculum for Wales, a curriculum for life.' The region will support, challenge & intervene in schools by implementing a rigorous and consistent approach to ensure that all schools have a clear understanding of what constitutes consistently high quality teaching and learning for all learners. The region will ensure that assessment information is used diagnostically to influence teaching, learning and learner progress and secure robust reliability procedures for end of key stage assessments
3. **Ensure Inspirational leadership has a positive impact on provision and standards** The region will prioritise developing system leadership as a prime driver of education development across our schools. Promoting and supporting effective, collaborative leadership will therefore be central to our delivery. The region will develop effective school leadership and increase capacity across the region by developing universal and targeted support, challenge and intervention for current and aspiring school leaders at all levels. The region will develop and implement a comprehensive programme of professional learning in order to promote high expectations and develop knowledge, skills, personal qualities, values and professional characteristics that will enable leaders to offer consistently high quality education in all schools
4. **Develop strong and inclusive schools committed to excellence, equity and well-being** All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. The region is committed to delivering a fair and fully inclusive education system ensuring where schools across the region are equipped to support all learners in a manner which minimises obstacles and maximises the opportunities for reaching their full potential. The region will continue to develop the workforce so that schools can receive the necessary levels of support and challenge around inclusive practice.
5. **Develop robust assessment, evaluation and accountability arrangements supporting a self-improving system** Through the use of evidence-based approaches and co-construction, we will deliver a coherent assessment and evaluation framework that will ensure effective accountabilities so that schools, LAs and The region play full part in delivering the best for our learners and their teachers. We will encourage and acknowledge schools that are collaborative and supportive of each other and will ensure that smaller and rural schools are better supported to play their full part in a collaborative self-improving school system.
6. **Developing an Efficient & Effective Organisation**
Our priority is to ensure an effective and efficient governance, leadership and business support that provides excellent value for money.

The tables on pages x – x outline responsibilities that have been agreed between the region and the constituent Local Authorities. These delegated responsibilities are interdependent and are carefully aligned in order to reduce duplication of resource and provision.

A Curriculum for Wales

Statement of intent	Regional	Sub-region Hub, shared or individual LA delivery	Schools
All schools will be fully engaged in the development of a Curriculum for Wales.	<p>Work collaboratively with Welsh Government (WG) and the other regions to inform and monitor developments through programme board and regional monitoring group.</p> <p>Agree a regional timeline so that all schools can have milestones to work to, in order to ensure termly progress and seamless transition into 2022.</p> <p>Provide a 'national' curriculum preparedness tool.</p> <p>Establish regional AoLE collaborative groups to provide mutual support and identification of best practice.</p> <p>Regional groups for each AoLE will monitor support requirements for schools and ensure schools are moving towards preparedness for 2022 implementation.</p>	<p>The local authority will provide the time and space through headteacher meetings to provide workshops related to the new curriculum. Also consideration to common / local curriculum content.</p> <p>The local authority will provide facilitation services so that schools are getting up to date information from AoLE Leads and will provide support to embed the learning into the curriculum.</p> <p>Local Authorities will collate the information for the readiness tool.</p> <p>AoLE leads will:</p> <ul style="list-style-type: none"> • Provide direct interface with local authorities to support and develop local knowledge. • Support schools in understanding of progression steps and achievement outcomes. 	<p>Schools will work collaboratively through their professional networks and families of schools to develop their understanding of all aspects of the new curriculum.</p> <p>Schools will provide opportunities for all staff to engage in the development of key milestones for the new curriculum.</p> <p>Schools will share their learning with each other through local authority headteacher meetings.</p> <p>Schools will set and develop their own AO in line with their local curriculum and identified priorities. Schools and clusters need to consider content and commonality.</p>

		<ul style="list-style-type: none"> Support schools to develop their own AOs to support pupil progression <p>Challenge advisers will:</p> <ul style="list-style-type: none"> Map out support required by schools across the LA in order to engage in the development of the new curriculum. Provide support to schools to develop cluster plans that mirror the timelines from the "National Mission." <p>Subject advisers will:</p> <ul style="list-style-type: none"> Engage with the regional AoLE specialists to secure consistency and accuracy of messages and support for new curriculum. Provide subject specific support and guidance support working directly with schools. <p>LA Networks/Groups will:</p> <ul style="list-style-type: none"> Meet to discuss and share practice related to the new curriculum 	
Pioneer schools are effectively sharing their thinking and developments.	Ensure all pioneer schools engage effectively with their wider networks to provide support and updates and share resources on curriculum development.	Regional pioneer schools will work together to share their practice and work to date through full headteacher meetings and Family of Schools meetings. Other schools where effective practice is identified	Engage with case studies developed by pioneer schools and use these to inform and develop their own school practice.

	<p>Promote the case studies completed by pioneer schools to ensure all schools engage with and learn from these.</p> <p>Utilise WG funding to secure the engagement of schools across the region.</p>	<p>should also be sharing their current findings.</p> <p>Challenge Advisers will familiarise themselves with case studies in order to facilitate school engagement.</p> <p>Local Authorities will ensure pioneer schools across the region are known to all, and that evaluations of their work are available to all schools.</p>	<p>Engage with pioneer schools to better understand curriculum reform and implementation</p>
All schools will be provided with up to date development regarding curriculum reform.	<p>Provide AoLE Leads and Secondary Curriculum Leads with regular up-to-date information on curriculum development, and monitor their work to ensure effective delivery to schools.</p>	<p>AoLE leads and pioneer schools will provide information through headteacher meetings.</p> <p>The local authority will facilitate the sharing of curriculum research developed by region and HEIs to improve practice and support curriculum innovation and reform.</p> <p>Challenge Advisers will evaluate schools' engagement with research and the impact on provision and learning.</p>	<p>Clusters of schools work together to share information provided on curriculum development and to ensure that all staff are updated with the most recent developments.</p> <p>Schools will ensure their implementation is informed by curriculum research and impacts on positive classroom practice.</p>
All schools and school improvement staff will be familiar with regional and national developments.	<p>ERW will coordinate a comprehensive communication programme with LA partners and school so that all stakeholders, including governors, are up to date with the development of Curriculum for Wales.</p>	<p>The local authority will contribute to, and share all information in a timely manner through its relevant communication networks.</p> <p>Local authorities, supported by the region, will provide comprehensive support for governors to understand</p>	<p>Schools will engage with the sharing of local and regional developments / communication.</p> <p>Governing bodies will engage with all opportunities to improve their</p>

		curriculum reform and implementation.	knowledge of curriculum reform and implementation.
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Developing a high quality education profession.

Statement of intent	Regional	Sub-region Hub, shared or individual LA delivery	Schools
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Professional Standards Ensure that all leaders, teachers and support staff in the region are able to use the professional standards to help improve practice.	ERW will provide professional learning (PL) and support all staff and leaders to engage effectively with the standards and use the outcomes of this engagement to inform effective PL.	Challenge Advisers will promote and monitor schools' use of the PTS and the impact on developing a high quality profession.	Schools will use and share the PTS with all staff in order to improve practice.
Professional Learning Coordinate a PL offer across the region, that ensures that all professionals are able to engage in order to enhance their skills, improve their teaching, knowledge and career progression.	<p>Develop coherent and structured PL offer aligned with the national PL model to support the implementation of A Curriculum for Wales (as above)</p> <p>The regional Lead will work with LAs and other regions to ensure a consistent national high quality induction offer.</p> <p>Collaborate with HEI and ITE partnerships to ensure all teachers enter the profession well prepared and supported.</p> <p>Work with other regions and WG to develop alternative-routes into teaching and develop part-time ITE.</p> <p>Coordinate approaches to ensure that all schools can grow as Learning Organisations</p>	<p>Local Authorities will collate PL requirements for all schools and share this knowledge regionally.</p> <p>Local Authorities will identify an Appropriate Body Officer (AB) to coordinate External Verifier (EV) and Internal Mentor training. AB will ensure that the appropriate standards have been met for the NQT to pass induction.</p>	<p>Teachers will identify their PL requirements and engage with PL to improve their knowledge/practice and preparedness for curriculum implementation.</p> <p>Schools will identify an Internal Mentor (IM) to support teachers entering the profession.</p> <p>Schools will provide high quality mentoring support through induction.</p> <p>Schools will collaborate within cluster through appointment of an External Verifier (EV) to verify induction profiles and provide training opportunities for teachers entering the profession.</p> <p>Schools will collate and map PL requirements for all staff to ensure</p>

	<p>Coordinate PL and accreditation for Higher Level Teaching Assistants.</p> <p>Working with the Cross Regional TA Group provide an extensive portfolio of development opportunities for Teaching Assistants across the region. Covering all stages of the Teaching Assistant Learning Pathway.</p> <p>Develop and deliver toolkits for SLO self-evaluation and support key priorities through the PL offer.</p>		<p>that resources for PL are maximised and secure improvements.</p> <p>All school staff will support the development of the SLO culture throughout their school.</p>
<p>Cymraeg</p> <p>All schools are well equipped to deliver current and future curriculum to support improvement in the Welsh language.</p> <p>All schools prepare to become bilingual communities.</p>	<p>Use data from regional audit to establish a baseline for the Welsh skills of the current teacher workforce. This data will be used to set targets for increase in the number of teachers and TAs able to teach through the medium of Welsh, and also to identify training needs.</p> <p>Develop a PL programme to develop the Welsh language proficiency of teachers and TAs at different levels across all sectors, in collaboration with Welsh Government and the other regional consortia. Programme to be</p>	<p>LAs to use the regional data and other data collated locally to set targets for increase in the number of teachers and TAs able to teach through the medium of Welsh in line with their current and future WESPs</p> <p>LAs to contribute to the work of developing a regional PL programme to ensure the programme addresses needs at a local level. Once developed, LAs to promote and facilitate the delivery of the programme at a local level, and contribute to the work of recruiting participants.</p>	<p>Schools will identify the training needs of their staff, and identify key member of staff to participate in the Sabbatical Scheme and other programmes to develop the Welsh language proficiency of teachers / TAs and other members of staff in order to increase the level of teaching through the medium of Welsh, and increase the use of informal Welsh around the school both in formal and informal context.</p> <p>Schools to identify staff to participate in the PL programme, to provide feedback on training, and evaluate the impact of the training.</p>

	<p>delivered in collaboration with external partners and providers.</p> <p>Work with the Sabbatical Scheme providers in the region and collaborate on future provision, and develop a mentoring programme for those who have completed the Sabbatical Scheme.</p> <p>To facilitate the delivery of the Siarter Iaith across the region, and plan the strategic use of the Siarter Iaith grant in order to achieve Welsh Government's aims and ensure all schools in region make continuous progress against the Siarter Iaith aims.</p> <p>Develop educational resources to support the teaching of Welsh as a second language in response to needs identified by teachers.</p> <p>Coordinate a regional offer to help improve the quality of pedagogy in Welsh language. To provide direct support to school in collaboration with LAs and to prove a regional training programme to address regional needs and / or update on national developments.</p>	<p>LAs to work with schools within their authority to identify teachers and TAs to participate in the Sabbatical Scheme and other future provision, and to collaborate with ERW in developing and delivering a mentoring programme for those who've previously completed the Sabbatical Scheme.</p> <p>LAs to work regionally to identify Siarter Iaith priorities at a local level, and evaluate the delivery of the Siarter Iaith across the schools. LA officers to support the work of creating school level plans for the Siarter Iaith, and to offer support to schools as needed to achieve their aims.</p> <p>LA officers to work regionally and teachers to identify needs and priorities in developing educational resources, and ensure the best use of the resources once developed.</p> <p>Challenge Advisers to identify areas of need, and discuss those needs with their local Welsh language advisory team, and with the ERW regional secondary support team in order to arrange suitable support for schools and departments as and</p>	<p>Schools to identify teachers and TAs to participate in the Sabbatical Scheme and other language training programmes, and to set training priorities for staff based on identified need. School to contribute to, and fully participate in the planning and delivery of a mentoring programme for staff who have previously attended the Sabbatical Scheme.</p> <p>Schools to appoint a Welsh Co-ordinator, and create a development plan for the Siarter Iaith with an annual operational plan for the delivery of all aspects of the Siarter. Schools to attend and participate in local and regional training and events, and contribute to the evaluation of the Siarter i.e. by completing the Gwe Iaith annually, and participate in further evaluation processes as required. School to collaborate to share good practice. Schools to identify and communicate their needs to LA and ERW officers. Schools to collaborate to create and trial new resources.</p> <p>Schools to participate in regional and local training programmes, and</p>
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		when required. LAs to support and facilitate a regional training programme.	to facilitate targeted school to school work in order to share and develop good practice.
Research and HEI partnership Ensure that all schools can make effective use of high quality research to inform practice and have opportunities to contribute to research where appropriate.	Co-ordinate opportunities to engage practitioners in the use of action-based research to improve provision and outcomes for learners. Ensure opportunities for university-school engagement to support an increased research engaged profession. Ensure that regional PL is predicated on effective use of educational research	Challenge Advisers will encourage and evaluate schools' engagement with research and the impact on provision and learning. Facilitate sharing of findings through local networks. Local authorities will facilitate school-to-school support at regional and sub-regional levels to use research findings to develop teaching practice.	Clusters of schools work together to share information provided on curriculum development. Schools will ensure their practice is well informed by research and research is aligned to their improvement priorities in the SDP.

Inspirational leaders working collaboratively to raise standards.

Statement of Intent	Regional	Sub-region Hub, shared or individual LA delivery	Schools
Professional Standards Ensure that leaders in the region are able to use the professional standards to underpin school improvement	The Region will provide PL and support for all leaders to utilise the Professional Standards in order to develop and lead effective learning organisations.	Challenge Advisers will monitor schools' use of the PLS and how it has informed areas for development	Schools will use and share the PLS with all staff in order to improve leadership capacity.

		Local authorities will facilitate school-to-school support at regional and sub-regional to improve leadership capacity.	
Professional Learning To ensure a regional offer, in line with the national pathway, to ensure effective development for current and future leaders.	Collaborate effectively with all regions and the Leadership Academy (NAEL) to establish an accredited high quality PL offer for all leaders. Work with and across LAs to identify and encourage the development of future leaders across the region. Provide an extensive portfolio of leadership development opportunities for the regional education community. To include: Middle Leader, Aspiring Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher. Provide school leaders with opportunities to experience and learn from a range of successful settings across and beyond the region. Work with LAs to provide additional support for leaders and build	Local Authorities will share the information provided through communication channels agreed with headteachers. Local authorities will identify suitable candidates to engage with leadership development at various stages of the leadership pathway. The LA lead for leadership will engage with the regional lead and cascade information to schools and LA officers.	Schools will identify and support leadership development for all staff to become better SLOs. Schools will identify aspiring and potential leaders and provide effective opportunities for them to engage in regional PL.

	<p>capacity for schools in challenging circumstances.</p> <p>Work with LAs to provide additional subject support for teachers and leaders.</p>		
<p>Curriculum for Wales</p> <p>Ensure that all leaders are planning effectively to prepare for the delivery of the new curriculum.</p>	<p>ERW will create opportunities for leaders to develop their understanding and implement the new curriculum in their schools.</p>	<p>Through effective monitoring, Challenge Advisers will ensure that school leaders are planning effectively for the new curriculum.</p>	<p>School leaders will plan effectively for the delivery of the new curriculum over a medium term period.</p>
<p>Cymraeg</p> <p>Ensure that all leaders are planning effectively to play their part in the delivery of the Welsh in Education strategy and the 'Cymraeg 2050: Welsh language strategy'.</p>	<p>ERW will ensure that all leadership development opportunities provide effective support for all leaders to develop and implement the new approaches to the teaching of Welsh and the Welsh dimension.</p>	<p>LAs to facilitate and promote regional and local development opportunities, and support schools to plan for, and deliver the aims of the Welsh in Education strategy and the 'Cymraeg 2050: Welsh language strategy'.</p>	<p>School development plans to include details of how they will deliver the aims of the Welsh in education strategy and the 'Cymraeg 2050: Welsh language strategy'.</p>
<p>Research and HEI partnership</p> <p>Ensure that leaders make effective use of, and provide opportunity for high quality research to inform practice.</p>	<p>Increase opportunities for leaders to be included in university-school engagement to support an increased research engaged profession.</p> <p>Provide a regular bulletin that showcases current and relevant research.</p>	<p>The Local Authorities will ensure that research is shared effectively with schools and that the impact is monitored by Challenge Advisers.</p> <p>Local Authorities will ensure Challenge Advisers supporting school leadership are research and evidence informed, and will monitor the subsequent impact.</p>	<p>Leaders ensure that all staff have access to relevant research that is applicable to their contexts to improve their practice.</p>

ALN ALN transformation is understood by all school improvement staff	ERW will facilitate opportunities for Local Authority and regional staff to engage with PL around ALN reform	Local Authorities will ensure that all staff engage with PL and are well informed about ALN reform.	Schools engage with LA offer to support ALN transformation.
	Work collaboratively with Welsh Government (WG) and the other regions to inform and monitor developments through regional monitoring group.	The local authority will provide the time and space through headteacher meetings to provide workshops related to the new ALN transformation.	Schools will provide opportunities for all staff to engage in the development of key milestones for ALN transformation.
	Implement the regional timeline, in order to ensure termly progress and seamless transition into 2020.	The local authority will provide facilitation services so that schools are getting up to date information from ALN Leads and will provide support to embed Person centred planning principles across the curriculum.	Schools will share their learning with each other through local authority headteacher meetings.
	Establish regional ALN collaborative groups to provide mutual support and identification of best practice.	Local Authorities will collate the information for the ALN readiness tool.	Governing bodies will engage with all opportunities to improve their knowledge of ALN reform and implementation.
	Regional groups for each ALN will monitor support requirements for schools and ensure schools are moving towards preparedness for 2020 implementation.		

Strong and inclusive schools that are committed to excellence, equity and well-being

Statement of intent	Regional	Sub-region Hub, shared or individual LA delivery	Schools
Professional Learning Ensure that all PL opportunities support the ambition for schools to be inclusive, equitable communities committed to improved wellbeing for all.	ERW will ensure that all PL opportunities are fully aligned with the requirement to meet the wellbeing needs of all pupils across the region.	Identify and disseminate good practice in relation to equity and well-being.	Will further develop inclusive practice strategies, improving pupils self-esteem and resilience.
Cymraeg Ensure that every learner across ERW has	ERW will, through the PL offer, ensure continuous improvement in the quality of teaching of Welsh and	LA officers will work with ERW to support schools to improve the quality of teaching of Welsh and	Schools to identify areas for improvement and plan for future development accordingly. Schools

access to effective teaching to enable them to become bilingual citizens.	teaching through the medium of Welsh.	teaching through the medium of Welsh.	to fully participate in regional and local training programmes.
Supporting our most vulnerable learners Maximise the impact of commissioned research of practice in relation to more vulnerable groups at school, LA and regional level.	Support LAs, schools and settings to improve their use of the PDG, consider barriers to learning and develop a more integrated approach and understanding of the impact of poverty and ACEs on attainment. Work with other Consortia and Welsh Government officers to gather and develop national good practice, guidance documents and opportunities for cross regional working. Utilise regional oversight and understanding to create opportunities for schools to learn from each other and see first-hand what works. Ensure that schools receive appropriate PL opportunities to fully engage with and enact the HWb AoLE	Ensure that each LA has in place a lead, or leads, for vulnerable learners to enable close working with regional leads so that information and LA specific understanding is developed, appreciated and strengthened. Identify and share information about schools that are progressing well on their improvement journey and those who require additional or further support. Support and enable opportunities to bring schools together to share effective practice, undertake training or work with each other on specific projects.	Be ready and willing to learn from others, work closely with regional and LA leads to improve practice and consider best use available grants and funds. Welcome opportunities to continually review and improve, through school to school working, peer review and self-evaluation. Share effective practice, highlight what works well and provide support to those schools on the improvement journey. Develop the use of whole school approaches to wellbeing and opportunities to provide professional learning for the whole staff team.
More able Learners All school in ERW provide great teaching and excellent opportunities for all learners.	Develop a focus in all AoLE activity and secondary support around the needs of the more able.	LAs should engage with Seren and other networks.	

	Engage with regional partners, schools, SEREN, WG and other stakeholders to develop strategy, guidance and PL opportunities for teachers and support staff.	Challenge Advisers will support schools in ensuring that teaching meets the needs of all learners.	
ALN Support all schools to meet the needs of all pupils	<p>Collaborate with regional lead for Additional Learning Needs (ALN) to implement, as appropriate, PL for school based practitioners</p> <p>Ensure that all PL opportunities will focus on the requirement to meet the needs of all learners, including the those with ALN in mainstream and special/alternative settings</p> <p>Develop a focus in all AoLE activity and secondary support around the needs of all pupils, with a clear focus on special/alternative settings.</p>	<p><i>Collaborate with regional lead for Additional Learning Needs (ALN) to implement, as appropriate, PL for school based practitioners</i></p> <p><i>Pending further discussion between LA Directors.</i></p>	<p>Be ready and willing to learn from others, work closely with regional and LA leads to improve practice and person centred practice.</p> <p>Secure opportunities to continually review and improve, through school to school working, peer review and self-evaluation.</p> <p>Share effective practice, highlight what works well and provide support to those schools on the improvement journey.</p> <p>Develop the use of whole school approaches to ALN and inclusion and opportunities to provide professional learning for the whole staff team.</p>

Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Statement of intent	Regional	Sub-region Hub, shared or individual LA delivery	Schools
Assessment Ensure that all teachers use formative and summative assessment effectively to develop all their learners.	Ensure that PL equips all teachers to use assessment to maximise the learning of all pupils. Ensure PL supports schools to understand and pay due regard to statutory guidance for assessment.	Challenge Advisers will pay due regard to statutory requirements and support schools in line with this guidance. Challenge Advisers will ensure schools engage with regional PL and monitor the impact of PL on improving assessment.	Schools will pay due regard to statutory guidance for assessment. Schools will maximise assessment opportunities to robustly measure pupils' progress and improve planning for learning.
Whole school accountability system	The region will work with WG to develop effective whole school	Local Authorities will ensure that all information regarding whole school	Schools will implement changes to accountability in line with the national mission.

Whole school assessment is carried out to improve the quality of learning and promote effective accountability.	accountability and ensure that the Local Authority is well informed of progress.	accountability is shared with all staff and schools. Challenge Advisers will support schools to understand the necessary changes and implement them in accordance with the national mission.	
Self-evaluation and peer engagement Self-evaluation processes are honest, transparent and robust to help inform effective school improvement. All partners in the system become open to supporting others and receiving support from others	Support LAs and schools to ensure that self-evaluation is aligned to school improvement and aimed at realising the four purposes. Create and promote a model of peer engagement and support to secure school improvement.	Communicate effectively with schools and provide consistent messages in relation to the national 'Self-evaluation for school improvement model.' Maximise opportunities for school to school engagement and support.	Refine self-evaluation activities so they are reflective, open and honest. Ensure that self-evaluation is aligned to school improvement. Develop a learning culture that promotes continuous improvement aimed at realising the four purposes and one that is aligned with the national 'self-evaluation for school improvement model.'
Effective use of school intelligence All intelligence is used for the benefit of learners and secure effective progress over time.	Use intelligence of school performance to ensure that evaluation leads to improved regional school improvement activity	Local Authorities will provide and make use of timely data and intelligence to inform local and regional school improvement activity	Schools will effectively and openly triangulate all intelligence to identify and prioritise areas for improvement.
Securing regional evaluation and improvement. All parts of the system become open to peer support , challenge and accountability as required.	Design and deliver regional evaluation and improvement models that will be reflective, open and honest and lead to improved accountability.	Local Authorities will engage in annual peer reviews, promoting honest and transparent self-evaluations.	Schools will develop peer review approaches in line with a regional approach to strengthen their school improvement.

	Providing a place for all parts of the system to contribute.	LAs will collaborate effectively within a peer support system to drive improvement.	
Categorisation The quality assurance of school categorisation and support secures consistent and excellent provision across the region	Continue to contribute to the national design and delivery of the national school categorisation model. Provide effective PL for all schools based on national development.	Local Authorities will provide open, honest and timely information and evaluation to ensure categorisation is accurate and leads to effective school improvement.	Schools evaluate themselves effectively so that areas for strength and development are clearly understood by all staff.

How will we deliver our Priorities on a regional level?

The following tables on pages x – x outline how priorities will be delivered at a regional level.

Cynllunio Darpariaeth – Delivery Planning					
A Curriculum for Wales					
Perchennog Plan Owner					
Aelodau’r Tim: Team Members:					
Cynllun Gweithredu 2019-20 Operational Plan 2019-20					
Bwriad Intent	<div>1. All schools will be fully engaged in the development of a Curriculum for Wales.</div> <div>2. All pioneer schools are effectively sharing their thinking and developments.</div> <div>3. All schools will be provided with up to date development regarding curriculum reform.</div> <div>4. All schools and school improvement staff will be familiar with regional and national developments.</div>				
Gweithredu Action	Sut fyddwn ni’n cyflawni hyn? How will we achieve this?		Swyddog Cyfrifol	Cyfnod Timescale	Cyllid Budget

			Responsible Officer		
1.	Work collaboratively with Welsh Government (WG) and the other regions to inform and monitor developments through programme board and regional monitoring group.	<ul style="list-style-type: none"> The regional lead will collaborate with the other regions and WG to ensure risks to programme delivery are mitigated and curriculum roll out is in line with the National Mission and agreed milestones The regional lead will feedback key information from ODB to all key staff in the region and LAs The regional lead will monitor and evaluate regional delivery to ensure this supports the National Mission and national milestones 	AE	April 2019 – April 2020	
2.	Agree a regional timeline so that all schools can have milestones to work to, in order to ensure termly progress and seamless transition into 2022	<ul style="list-style-type: none"> Creation of a dynamic regional timeline on the ERW website. This resource will mirror the national rollout program and timeline for the delivery and implementation of the new curriculum The timeline will include recommended milestones for schools and links to resources that are being developed in a number of projects within ERW and cross regionally ERW will support the rollout of the new national curriculum through communications and events across the region throughout the timeline 	DB	Sept 2019 and ongoing as an updatable dynamic resource	
3.	Provide a 'national' curriculum preparedness tool.	<ul style="list-style-type: none"> Creation of an electronic new national curriculum preparedness tool as a framework divided into termly sections to assist schools The termly sections contain advice and links to resources and when combined provide a possible implementation plan for the new curriculum 	DB	<p>Pilot tool available April 2019 with final version available to all schools Sept 2019</p> <p>The tool is a dynamic resource and is expected</p>	

		<ul style="list-style-type: none"> The plan is used to create the structure for the delivery of the new curriculum consequently it can be applied in part or whole across any phase school Resources to support this plan will be on a Hwb playlist enabling practitioners to download them in addition to being able to update and add to the resources as required 		to have planned updates as required	
4.	Establish regional AoLE collaborative groups to provide mutual support and identification of best practice.	<ul style="list-style-type: none"> The regional lead will establish working groups in collaboration with LA and regional staff to ensure all school are consistently supported towards curriculum reform The regional lead will agree terms of conditions with LA staff and ensure the group support curriculum reform and sharing of important developments / information 	AE	April 2019 – April 2020	
5.	Regional groups for each AoLE will monitor support requirements for schools and ensure schools are moving towards preparedness for 2022 implementation.	<ul style="list-style-type: none"> The regional lead will ensure that all group members identify support requirements for their schools and broker effective support preparedness Pioneer schools will be used to provide support to targeted schools to support curriculum reform Pioneer schools will provide PL opportunities for all schools to support preparedness for curriculum reform 	AE	April 2019 – April 2020	

Cynllunio Darpariaeth – Delivery Planning				
Developing a high quality education profession.				
Perchennog Plan Owner				
Aelodau’r Tim: Team Members:				
Cynllun Gweithredu 2019-20 Operational Plan 2019-20				
Bwriad Intent	<div>1. Professional Standards - Ensure that all leaders, teachers and support staff in the region are able to use the professional standards to help improve practice.</div> <div>2. Professional Learning - Coordinate a PL offer across the region, that ensures that all professionals are able to engage in order to enhance their skills, improve their teaching, knowledge and career progression.</div> <div>3. Cymraeg - All schools are well equipped to deliver current and future curriculum to support improvement in the Welsh language. All schools prepare to become bilingual communities.</div> <div>4. Research and HEI partnership - Ensure that all schools can make effective use of high quality research to inform practice and have opportunities to contribute to research where appropriate.</div>			
Gweithredu Action	Sut fyddwn ni’n cyflawni hyn? How will we achieve this?	Swyddog Cyfrifol	Cyfnod Timescale	Cyllid Budget

			Responsible Officer		
1.	ERW will provide professional learning (PL) and support all staff and leaders to engage effectively with the standards and use the outcomes of this engagement to inform effective PL.	<ul style="list-style-type: none"> The regional lead will ensure support packages for engagement with standards are developed and shared with LAs and schools The regional lead will broker support for engaging with the standards to targeted schools identified by CAs The working groups will support the development of PL to engage with standards and will ensure subject specific support is aligned 	AE	April 2019-March 2020	
2.	Develop coherent and structured PL offer aligned with the national PL model to support the implementation of A Curriculum for Wales (as above)	<ul style="list-style-type: none"> The regional lead will work with the other regions and WG to develop a national offer for PL The regional lead will collaborate with LA and regional staff to ensure regional delivery of the national PL programme is fit for purpose and effective The regional lead will ensure the working groups develop strong PL programmes and that schools have good access to these 	AE	April 2019-March 2020	
3.	Collaborate with HEI and ITE partnerships to ensure all teachers enter the profession well prepared and supported	<ul style="list-style-type: none"> Regional lead to attend strategic planning meetings in teaching accredited HE institutions Regional lead to liaise with HEIs to bridge the transition from QTS to induction. Co- construction to ensure seamless progression between QTS and induction 	SP	April 2019-March 2020	

4.	Work with other regions and WG to develop alternative-routes into teaching and develop part-time ITE.	<ul style="list-style-type: none"> • Regional lead to coordinate 2019 Graduate Teacher Programme route • Regional lead to co-construct, monitor and evaluate the new alternative routes into teaching • Regional lead to support identification of schools to assist as core and partnership schools • Regional lead to identify, select and appoint high quality practice tutors from core Partner schools • Regional lead to identify teacher shortages in the region • Regional lead to sit on the alternative routes partnership committee strategic board 	SP	Science from Feb 2020 Other subjects from October 2020	
5.	The regional Lead will work with LAs and other regions to ensure a consistent national high quality induction offer.	<ul style="list-style-type: none"> • Regional lead to ensure consistency across the six Local Authorities in the approach to induction • Regional Lead to attend joint-consortia and WG meetings to establish a Wales wide national offer for induction training and mentoring • Regional lead to complete standardisation and national moderation of induction profiles • Regional lead to support in school mentoring and External verification of induction profiles • Regional lead to establish regional induction panel to support local authority Abs 	SP	April 2019- March 2020	

6.	Coordinate approaches to ensure that all schools can grow as Learning Organisations	<ul style="list-style-type: none"> • Creation of a dynamic updatable regional SLO timeline on the ERW website. • The ERW SLO timeline to achieve this will mirror the national approach from Welsh Government • The timeline will need to be dynamic to enable updating to reflect any nuances from the National rollout. • The timeline will include recommended milestones for schools. • The timeline will include links to resources that are being developed in projects within ERW and cross regionally. • ERW will develop joint cross regional Raising Awareness and Developing Understanding electronic tools • Resources to support these tools will be on a Hwb playlist enabling practitioners to download them in addition to being able to update and add to the resources as required. • ERW will support the rollout of the national SLO survey tool through communications and events across the region throughout the timeline 	DB	April 2019 and ongoing as an updatable dynamic resource	
7.	Coordinate PL and accreditation for Higher Level Teaching Assistants.	<ul style="list-style-type: none"> • With other consortia Deliver two rounds of HLTA Assessment. • Working with Cross Regional TA Group and WG, develop new HLTA Assessment model to reflect new standards 	TF	<ul style="list-style-type: none"> • Round 17 May 2019; Round 18 December 2019. • Development Spring/Summer 2019. 	

		<ul style="list-style-type: none"> Develop and train new team of HLTA Assessors from across the region. 		<ul style="list-style-type: none"> Assessment against model May 2020. January 2020 	
8.	Working with the Cross Regional TA Group provide an extensive portfolio of development opportunities for Teaching Assistants across the region. Covering all stages of the Teaching Assistant Learning Pathway.	<ul style="list-style-type: none"> Identify and train a team of providers (HLTA and Middle Leaders) in each LA to work with Regional TA Group in delivery of National TALP Programmes. Deliver accredited National TALP programmes. TA Induction Programme. (2 day) Practicing TA Programme. (2 day) Aspiring HLTA Programme. (1 day) With National TA Group develop a new Aspiring HLTA Programme (3 day) 	TF	<ul style="list-style-type: none"> Train the Trainer April 2019. Aspiring HLTA Programme. (Current) Summer 2019. TA Induction, September 2019 Practicing TA Programme. September 2019 Aspiring HLTA Programme. (New) Summer 2019. 	
9.	Develop and deliver toolkits for SLO self-evaluation and support key priorities through the PL offer	<ul style="list-style-type: none"> Joint creation of cross regional raising awareness and developing understanding resources with supporting HWB playlists Creation of an ERW SLO self-evaluation tool based upon the PTS self-evaluation tool Creation of PL resources which exemplify the practical application of SLO at every level of the school ERW will support the rollout of these resources through communications and events across the region in accordance with the SLO timeline 	DB	April 2019 and ongoing	

10	Use data from regional audit to establish a baseline for the Welsh skills of the current teacher workforce. This data will be used to set targets for increase in the number of teachers and TAs able to teach through the medium of Welsh, and also to identify training needs.	<ul style="list-style-type: none"> Regional Lead for Welsh, in collaboration with Welsh Government and LA officers to use the most recent baseline data to set targets for increasing the number of teachers and TAs able to teach through the medium of Welsh Regional Lead for Welsh to use baseline data to identify training needs and discuss priorities for future training with LA representatives on regional committees Regional Lead for Welsh to attend national meetings to ensure that regional needs and views are expressed and addressed in discussions regarding future provision / training programmes Regional Lead for Welsh to be involved in national / regional discussions regarding ITE and NQT training programmes to ensure future provision addresses regional and national targets to increase the number of teachers able to teach through the medium of Welsh 	GS	April 2019-March 2020	
11	Develop a PL programme to develop the Welsh language proficiency of teachers and TAs at different levels across all sectors, in collaboration with Welsh Government and the other regional consortia. Programme to be delivered in collaboration with external partners and providers.	<ul style="list-style-type: none"> Regional Lead for Welsh, in collaboration with Welsh Government officers, the other regional consortia, and the universities to develop a national language competence framework specifically for the education workforce to ensure all teachers / TAs can be placed on a general language continuum as a 	GS	April 2019-March 2020	

		<p>baseline for their professional development</p> <ul style="list-style-type: none"> Regional Lead for Welsh, in collaboration with Welsh Government officers, the other consortia and LA representatives to develop a PL programme to address the training needs of teachers / TAs within the region Regional Lead for Welsh ensures effective delivery of the regional PL programme which will be delivered, in the main by external partners and providers 			
12	Work with the Sabbatical Scheme providers in the region and collaborate on future provision, and develop a mentoring programme for those who have completed the Sabbatical Scheme.	<ul style="list-style-type: none"> Regional Lead for Welsh to discuss local training needs with LA representatives on regional committees and ensure those needs are addressed by the Sabbatical Scheme providers and any other Welsh language training providers in the future Regional Lead for Welsh, to consider and discuss with Welsh Government, the other regional consortia, LA representatives and Sabbatical Scheme providers how best to deliver a mentoring programme for those who have completed the Sabbatical Scheme 	GS	April 2019-March 2020	
13	To facilitate the delivery of the Siarter Iaith across the region, and plan the strategic use of the Siarter Iaith grant in order to achieve Welsh Government's aims and	<ul style="list-style-type: none"> Regional Lead for Welsh to plan the strategic use of the Siarter Iaith grant in order to achieve Welsh Government's aims and ensure all schools in the 	GS	April 2019-March 2020	

	ensure all schools in region make continuous progress against the Siarter Iaith aims.	<p>region make continuous progress against the Siarter Iaith aims</p> <ul style="list-style-type: none"> • Regional Lead for Welsh to discuss and agree on Siarter Iaith priorities for each LA, in discussion with LA officers • Regional Lead for Welsh to monitor and evaluate the use of the grants provided to each LA to deliver Siarter Iaith priorities and agree on annual targets. • Regional Lead for Welsh to ensure frequent regional discussions on the delivery of the Siarter Iaith, and to facilitate opportunities to share best practice • Regional Lead for Welsh to represent the region in national meetings with Welsh Government regarding the Siarter Iaith, and to report back to LA officers on any national developments e.g. the timescale for the roll out of the new Siarter Iaith framework 			
14	Develop educational resources to support the teaching of Welsh as a second language in response to needs identified by teachers.	<ul style="list-style-type: none"> • Regional Lead for Welsh, Regional Leaders of Learning for Welsh, and LA officers to discuss and agree on priorities regarding the development of new educational resources to support the teaching of Welsh, and the teaching of Welsh as a second language in particular • Educational resources to be developed and shared with schools across the region 	GS	April 2019-March 2020	

15	Coordinate a regional offer to help improve the quality of pedagogy in Welsh language. To provide direct support to school in collaboration with LAs and to prove a regional training programme to address regional needs and / or update on national developments.	<ul style="list-style-type: none"> Regional Lead for Welsh and Regional Leaders of Learning for Welsh to develop a regional offer to help improve the quality of pedagogy in Welsh language, by means of training programmes, workshops and sharing best practice Regional Leaders of Learning for Welsh to provide direct support to schools in collaboration with LAs 	GS	April 2019-March 2020	
16	Co-ordinate opportunities to engage practitioners in the use of action-based research to improve provision and outcomes for learners.	<ul style="list-style-type: none"> Regional lead to liaise with LAs and other regional consortia to identify priorities, develop research programmes (at school, LA and regional level) and share action research findings Regional lead to co-ordinate the development of effective PL to support practitioners in the use of enquiry and research 	MF		
17	Ensure opportunities for university-school engagement to support an increased research engaged profession.	<ul style="list-style-type: none"> Regional lead to develop HEI / School collaborative development of academic research projects to support school improvement in priority areas Regional lead to support University led PL for school research leads/practitioners 	MF		
18	Ensure that regional PL is predicated on effective use of educational research	<ul style="list-style-type: none"> Regional lead to work with WG, other consortia and HEI to co-ordinate the identification and sharing (in an appropriate format) of relevant educational research conducted 	MF		

		nationally and internationally to support PL			

Cynllunio Darpariaeth – Delivery Planning	
Inspirational leaders working collaboratively to raise standards.	
Perchennog Plan Owner	
Aelodau'r Tim: Team Members:	
Cynllun Gweithredu 2019-20 Operational Plan 2019-20	
Bwriad Intent	<ol style="list-style-type: none"> 1. Professional Standards - Ensure that leaders in the region are able to use the professional standards to underpin school improvement 2. Professional Learning - To ensure a regional offer, in line with the national pathway, to ensure effective development for current and future leaders. 3. Curriculum for Wales - Ensure that all leaders are planning effectively to prepare for the delivery of the new curriculum. 4. Cymraeg - Ensure that all leaders are planning effectively to play their part in the delivery of the Welsh in Education strategy and the 'Cymraeg 2050: Welsh language strategy'. 5. Research and HEI partnership - Ensure that leaders make effective use of, and provide opportunity for high quality research to inform practice. 6. ALN - ALN transformation is understood by all school improvement staff

Gweithredu Action		Sut fyddwn ni'n cyflawni hyn? How will we achieve this?	Swyddog Cyfrifol Responsible Officer	Cyfnod Timescale	Cyllid Budget
1.	The Region will provide PL and support for all leaders to utilise the Professional Standards in order to develop and lead effective learning organisations.	<ul style="list-style-type: none"> Delivery of National Leadership Development Programmes for each stage of professional learning pathway. Each programme will reflect and develop National Mission, SLO and Professional Standards appropriate to each stage of professional learning 	TF	Programme at each stage of Professional learning Pathway by summer 2020	
2.	Collaborate effectively with all regions and the Leadership Academy (NAEL) to establish an accredited high quality PL offer for all leaders.	<ul style="list-style-type: none"> Work with Cross Regional Leadership Group to develop and deliver National Leadership programmes. National programmes will be accredited by NAEL prior to delivery across Wales 	TF	Programme at each stage of Professional learning Pathway by summer 2020	
3.	Work with and across LAs to identify and encourage the development of future leaders across the region.	<ul style="list-style-type: none"> Working with Regional Leadership Group identify personnel to engage with programmes and system leadership opportunities for experienced staff 	TF	At each LA Leadership Group meeting. (half term)	
4.	Provide an extensive portfolio of leadership development opportunities for the regional education community. To include: Middle Leader, Aspiring Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher.	<ul style="list-style-type: none"> Deliver accredited National Leadership programmes Middle Leader, New Programme to be developed by Cross Regional Group New and Acting Headteacher Programme. Delivery in partnership with LA Experienced Headteacher, National programme delivered in cross regional cohorts 	TF	National Programme. <ul style="list-style-type: none"> Middle Leader, September 2019 New and Acting Headteacher Programme. Round 1 running until Summer 2020; Round 2, Spring 2019 – Summer 2021. Experienced Headteacher, from September 2019 	

		<ul style="list-style-type: none"> • Deliver Regional Leadership programmes until National programmes become available • Senior Leader, Secondment programme of Middle Leaders to SLT • Executive Headteacher. ERW programme for Headteachers of more than one school and schools of more than one site • Aspiring Headteacher Programme. Secondary / Primary. Available on request from LA or Regional Leadership Group 		Local Programmes. <ul style="list-style-type: none"> • Senior Leader, September 2019 • Headteachers of more than one school and schools of more than one site. Spring 2019 – Summer 2019. Aspiring Headteacher Programme, on request	
5.	Provide school leaders with opportunities to experience and learn from a range of successful settings across and beyond the region.	<ul style="list-style-type: none"> • Regional lead will liaise with LA leads and other regional consortia leads in the further development of school to school collaboration utilising the Lead School model and enhanced Regional Lead School Matrix • Regional Lead will support the further development of Dolen as a portal for learning across the region • Strategic Lead for Secondary Support to liaise with Regional Lead to ensure effective support at middle leadership level 	MF		
6.	Work with LAs to provide additional support for secondary leaders and build capacity for schools in challenging circumstances.	<ul style="list-style-type: none"> • Through the School Performance Team, early requirement of support will be identified and shared with the Secondary Support Team • Further develop the good working relationships with LAs and Senior Challenge Advisers to ensure that 	IT / AT	April 2019 to April 2020: Levels of support will be determined by the context of each school and will continue until leaders are well placed to secure long	

		<p>schools at risk and in need of leadership support are identified</p> <ul style="list-style-type: none"> • Continue to build a strong team of staff who have the appropriate skills to support these schools • Deliver bespoke leadership support, coaching and mentoring to headteachers, senior and middle leaders based on the context of each school • Continue to work in partnership with the school Challenge Adviser and regional staff to broker effective specialist support where needed • Provide clear evaluation of impact of the support and work carried out with schools 		term improvements in standards	
7.	Work with LAs to provide additional subject support for teachers and leaders.	<ul style="list-style-type: none"> • Strategic Lead for Secondary Support to liaise with LA Challenge Advisers to agree and ensure co-ordinated support is delivered in identified secondary schools in core and foundation subjects • Secondary Leaders of Learning to support identified departments through a range of bespoke strategies • Secondary Leaders of Learning to co-ordinate and deliver HoD meetings in core subjects across the region • Foundation subject Leader of Learning to co-ordinate HoD meetings through existing networks and Lead Practitioners 	IA	April 2019 – March 2010	

		<ul style="list-style-type: none"> All identified departments to receive Statement of Intent outlining support which will be shared with Challenge Adviser 			
8.	ERW will create opportunities for leaders to develop their understanding and implement the new curriculum in their schools.	<ul style="list-style-type: none"> The regional lead will work with the other regions and WG to develop a national offer for PL The regional lead will collaborate with LA and regional staff to ensure regional delivery of the national PL programme is fit for purpose and effective The regional lead will ensure the working groups develop strong PL programmes and that schools have good access to these The regional lead will work with the regional lead for leadership and national and regional leadership groups to ensure PL for curriculum reform is strong, effective and fit for purpose 	AE	April 2019-March 2020	
9.	ERW will ensure that all leadership development opportunities provide effective support for all leaders to develop and implement the new approaches to the teaching of Welsh and the Welsh dimension.	<ul style="list-style-type: none"> Regional Lead for Welsh to be involved in discussions regarding leadership development opportunities to ensure effective support for all leaders to develop and implement the new approaches to the teaching of Welsh and the Welsh dimension. Regional Lead for Welsh in collaboration with LA regional representatives to develop and deliver opportunities for leaders to increase their understanding of the national and regional strategy for Welsh in education 	GS	April 2019-March 2020	

		and address identified training needs at school / LA / regional level.			
10	Increase opportunities for leaders to be included in university-school engagement to support an increased research engaged profession.	<ul style="list-style-type: none"> Regional lead will co-ordinate and develop research and evaluation based collaborative programmes to engage school leaders in building leadership capacity across schools Research lead will co-ordinate the delivery of PL opportunities for school leaders in the leadership of research engaged / evidence informed schools 	MF	April 2019-March 2020	
11	Provide a regular bulletin that showcases current and relevant research.	<ul style="list-style-type: none"> Research lead will co-ordinate the collation of relevant and appropriate research and transforming it into a format that is 'user friendly' for leaders Research lead will utilise regional communication pathways (eg. MD communications / website / Dolen) in order to showcase and share research updates 	MF		
12	ERW will facilitate opportunities for Local Authority and regional staff to engage with PL around ALN reform	<ul style="list-style-type: none"> 	GR		

Cynllunio Darpariaeth – Delivery Planning	
Strong and inclusive schools that are committed to excellence, equity and well-being	
Perchennog Plan Owner	
Aelodau'r Tim: Team Members:	
Cynllun Gweithredu 2019-20 Operational Plan 2019-20	
Bwriad Intent	<ol style="list-style-type: none"> 1. Professional Learning - Ensure that all PL opportunities support the ambition for schools to be inclusive, equitable communities committed to improved wellbeing for all. 2. Cymraeg - Ensure that every learner across ERW has access to effective teaching to enable them to become bilingual citizens. 3. Supporting our most vulnerable learners - Maximise the impact of commissioned research of practice in relation to more vulnerable groups at school, LA and regional level. 4. More able Learners - All school in ERW provide great teaching and excellent opportunities for all learners. 5. ALN - Support all schools to meet the needs of all pupils

Gweithredu Action		Sut fyddwn ni'n cyflawni hyn? How will we achieve this?	Swyddog Cyfrifol Responsible Officer	Cyfnod Timescale	Cyllid Budget
1.	ERW will ensure that all PL opportunities are fully aligned with the requirement to meet the wellbeing needs of all pupils across the region.	<ul style="list-style-type: none"> Draft a regional 'Equity and Well-being Strategy' in collaboration with representatives from the LAs. (May-July 2019) 	CM	May 2019 – July 2019	
2.	ERW will, through the PL offer, ensure continuous improvement in the quality of teaching of Welsh and teaching through the medium of Welsh.	<ul style="list-style-type: none"> Regional Lead for Welsh, in collaboration with the regional Leaders of Learning for Welsh to plan and deliver a PL offer that ensures continuous improvement in the quality of the teaching of Welsh as a subject and of teaching through the medium of Welsh. Regional Lead for Welsh and regional Leaders of Learning for Welsh to evaluate the impact of the aspects of the PL offer relating to Welsh medium / Welsh subject to ensure that the programme addresses the region's needs and leads to an improvement in the quality of the teaching of Welsh and teaching through the medium of Welsh. 	GS	April 2019 – March 2020	
3.	Support LAs, schools and settings to improve their use of the PDG and PDGLAC	<ul style="list-style-type: none"> Produce evidence based good practice (including guidance on barriers to learning) for schools and Challenge Advisers - to be co-constructed with nominated leads from the 6 LAs. 	CM/DW	April 2019 – March 2020	

		<ul style="list-style-type: none"> • Develop and roll out further training and guidance for Challenge Advisers ((April 2019- March 2020) • DOLEN and HWB network to disseminate and share best practice (April 2019- March 2020) • Work with LA Leads to develop template documents, clear accountability • Establish a regional PDGLAC Steering Group to: agree on regional priorities and governance arrangements of the grant for 2019-20 (April – May 2019) 			
4.	Work with other Consortia and Welsh Government officers to gather and develop national good practice, guidance documents and opportunities for cross regional working.	<ul style="list-style-type: none"> • Regional lead to attend and contribute to national meetings and the development of guidance materials • Regional lead to ensure key messages are shared with all schools. • Regional lead to contribute to Challenge Adviser training. 	DW/CM	April 2019 – March 2020	
5.	Utilise regional oversight and understanding to create opportunities for schools to learn from each other and see first-hand what works.	<ul style="list-style-type: none"> • Set up regular ‘PDG Good Practice ‘ events across each LA – working closely with LA leads to ensure that agreed areas for school development are considered (May 2019 – March 2020) • Further roll out of PDG Peer Review as part of regional peer review programme (May 2019 – March 2020) • Work closely with Challenge Advisers to identify those schools who require a more intensive level of support and facilitate cross regional school to school 	DW	April 2019 – March 2020	

		/ TRIAD opportunities and support from external organisations <ul style="list-style-type: none"> Organise a 'Supporting Vulnerable Learners' Conference to offer all schools the opportunity to hear from experts, share good practice and meet external support organisations (October 2019) 			
6.	Ensure that schools receive appropriate PL opportunities to fully engage with and enact the HWb AoLE	<ul style="list-style-type: none"> Complete a 'well-being' mapping exercise across the region to ensure that PL offers for HWb AoLE align with, and build upon existing good practice in LAs.(April – July 2019) Work with key partners to align HWb AoLE with existing health promoting programmes: Healthy Schools Network; SHRN: Sports Wales (April 2019 – Oct 2019) 	CM	April 2019 – Oct 2019	
7.	Develop a focus in all AoLE activity and secondary support around the needs of the more able.	<ul style="list-style-type: none"> Regional lead will co-ordinate school engagement to develop and capture emerging effective practice with more able learners across the AoLEs Regional lead will update all leaders on emerging practice and provide PL opportunities Liaise with Strategic Lead for Secondary Support to ensure consistent message from Secondary Leaders of Learning 	MF		
8.	Engage with regional partners, schools, SEREN, WG and other stakeholders to develop strategy, guidance and PL opportunities for teachers and support staff.	<ul style="list-style-type: none"> Regional lead will collaborate with all stakeholders in the co-construction of the national strategic direction and guidance for the more able in line with the National Mission 	MF		

		<ul style="list-style-type: none"> Regional lead to update ERW and LA colleagues on the development of the more able and talented strategy related to pedagogy and assessment, leadership, professional learning, roles and responsibilities and wellbeing Regional lead to lead and co-ordinate ensure development and delivery of effective PL programmes for MAT leaders 			
9.	Collaborate with regional lead for Additional Learning Needs (ALN) to implement, as appropriate, PL for school based practitioners	<ul style="list-style-type: none"> 	GR		
10	Develop a focus in all AoLE activity and secondary support around the needs of all pupils, with a clear focus on special/alternative settings.	<ul style="list-style-type: none"> The regional lead and the strategic lead for secondary support will ensure all secondary support teams provide high quality and bespoke support which secures improved capacity for teaching, learning and leadership The secondary support team will develop effective PL programmes which support teachers and leaders to prepare their curriculum for implementation in 2022 The strategic lead for secondary support will monitor the quality of support to schools and its impact on improving capacity for improvement 	AE	April 2019-March 2020	

Cynllunio Darpariaeth – Delivery Planning	
Robust assessment, evaluation and accountability arrangements supporting a self-improving system	
Perchennog Plan Owner	
Aelodau'r Tim: Team Members:	
Cynllun Gweithredu 2019-20 Operational Plan 2019-20	
Bwriad Intent	<ol style="list-style-type: none"> 1. Classroom Assessment - Ensure that all teachers use assessment effectively to develop all their learners. 2. Whole school accountability system - Whole school assessment is carried out to improve the quality of learning and promote effective accountability. 3. Self-evaluation and peer engagement - Self-evaluation processes are honest, transparent and robust to help inform effective school improvement. All partners in the system become open to supporting others and receiving support from others. 4. Effective use of school intelligence - All intelligence is used for the benefit of learners and secure effective progress over time.

		<p>5. Securing regional evaluation and improvement - All parts of the system become open to peer support, challenge and accountability as required.</p> <p>6. Categorisation - The quality assurance of school categorisation and support secures consistent and excellent provision across the region</p>			
Gweithredu Action		Sut fyddwn ni'n cyflawni hyn? How will we achieve this?	Swyddog Cyfrifol Responsible Officer(s)	Cyfnod Timescale	Cyllid Budget
1.	Ensure that PL equips all teachers to use assessment to maximise the learning of all pupils. Ensure PL supports schools to understand and pay due regard to statutory guidance for assessment.	<ul style="list-style-type: none"> Region Assessment Lead to attend national group to influence development Regional Assessment Lead to meet with assessment group on termly basis. LA reps to agree and share all updates consistently with headteachers Regional Lead to agree CA programme of work to include evaluating the impact of assessment and reported on regional systems 	AT/DJ	April 2019 – March 2020	
2.	The region will work with WG to develop effective whole school accountability and ensure that the Local Authority is well informed of progress.	<ul style="list-style-type: none"> Regional lead to attend all national accountability boards and to use regional mechanisms to communicate national development with regional leads, CAs and LAs on a regular basis Regional lead to coordinate all milestones for new accountability model, ensuring that schools and LAs fully engage with new accountability measures and models 	AT	April 2019 – March 2020	

		<ul style="list-style-type: none"> CA programme of work to include supporting effective whole school accountability; to be reported on Rhwyd. 			
3.	<p>Support LAs and schools to ensure that self-evaluation is aligned to school improvement and aimed at realising the four purposes.</p> <p>Create and promote a model of peer engagement and support to secure school improvement.</p>	<ul style="list-style-type: none"> Regional Lead to attend all Estyn/OECD national toolkit meetings and use regional mechanisms to communicate updates with regional teams and LAs as appropriate. Communication to include PL for all CAs on effective self-evaluation and ensuring that schools are clearly aligning self-evaluation and school improvement Regional Lead to coordinate piloting of new self-evaluation toolkit with schools, communicating effectively with LAs and schools Working with a sample of practitioners, the regional Lead will develop and deliver a model for peer engagement across all schools. This model will be effectively shared in PL events with headteachers and CAs 	YJ/AT/MF	April 2019 – March 2020	
4.	<p>Use intelligence of school performance to ensure that evaluation leads to improved regional school improvement activity</p>	<ul style="list-style-type: none"> The Regional Lead will coordinate all system development to collate and utilise all available intelligence on school performance to steer regional school improvement activity 	YJ/AT	April 2019 – March 2020	

		<ul style="list-style-type: none"> Regional Lead to ensure all intelligence will be available to all regional leads and CAs and will be used effectively to drive change for improvement 			
5.	Design and deliver regional evaluation and improvement models that will be reflective, open and honest and lead to improved accountability. Providing a place for all parts of the system to contribute.	<ul style="list-style-type: none"> Regional Lead, working alongside LA Directors, will develop a transparent, honest and rigorous programme of peer engagement to inform ongoing self-evaluation across the region Regional Lead will coordinate a programme of peer engagement, utilising a range of stakeholders to openly evaluate the impact of school improvement delivery across the region Regional Lead will coordinate the sharing of any key findings with all stakeholders so that robust action planning for improvement can be put in place and effectively monitored 	AT	April 2019 – March 2020	
6.	Continue to contribute to the national design and delivery of the National School Support and Accountability Model. Provide effective PL for all schools based on national development.	<ul style="list-style-type: none"> Regional Lead will attend all Standards Group meetings, and will contribute effectively to all national development of future accountability models Regional Lead will deliver PL and guidance to all stakeholders around 	AT	April 2019 – March 2020	

		proposed National Support and Authentication Model 2019-2020 <ul style="list-style-type: none"> Regional Lead will coordinate all accountability procedures to ensure a consistent approach to authentication as part of the new National Support and Accountability Model 			

Abbreviations

ACE Adverse childhood experiences

ALN Additional learning needs

AoLE Area of Learning Experience

CA Challenge adviser

LAC Looked After Children

CSI Core subject indicator

DCF Digital Competence Framework

EAL English as an additional language

eFSM Eligible for free school meals

HEI Higher education institutions

HLTA Higher level teaching assistant

ITE Initial teacher education

LA Local authority

MAT More able and talented

NAEL National Academy for Educational Leadership

NQT Newly qualified teacher

PDG Pupil development grant

PL Professional Learning

PRU Pupil referral unit

SER Self-evaluation report

SLO Schools as learning organisations

SLT Senior leadership team

WG Welsh Government

WM Welsh medium