# **PARTNERSHIP WORKING TO** ACHIEVE EXCELLENCE FOR ALL

## **Our Strategic Priorities 2023-2026**

This strategic plan sets out the priorities for Partneriaeth over a three-year period and aligns with national priorities as identified in 'Our National Mission: High Standards and Aspirations for All'. This plan also supports local priorities and has been developed in consultation with School Improvement Partners; Head Teachers and Partneriaeth Directors.

Partneriaeth has identified 4 high-level strategic priorities for the period of this Strategic Plan which are:

Priority 1	Support all schools and educational settings to design and deliver their own high quality equitable <b>curriculum</b> .
Priority 2	Embed principles and processes which underpin educational <b>equity</b> in all schools and educational settings.
Priority 3	Support schools and educational settings to develop a range of <b>research and enquiry</b> skills as a key part of their professional learning.
Priority 4	Provide <b>career pathways</b> for leaders, practitioners and support staff at all levels of the system.

#### DELIVERY

### Success will depend upon working with our partners in the following areas:

This strategy is ambitious and delivering the priorities will be a challenge and success will depend upon us working closely with our partners. We need to be confident that our strategic plan and operational delivery provides value for money, avoids duplication and has a positive impact in our schools and educational settings. In addition, we will ensure that our provision is bilingual.

This strategic plan is underpinned by a series of operational plans which include metrics for evaluation and success criteria.

#### Area 1: Collaboration

- Ensure that information and intelligence is shared effectively between Partneriaeth and School Improvement Partners in order to target resources.
- Ensure the co-construction of professional learning with all stakeholders with a commitment to codelivery when appropriate and advantageous to do so.

#### Area 2: Engagement

- Increase awareness, through agreed communication channels, of Partneriaeth's professional learning and support offer.
- Ensure that every effort is made to engage with all schools and educational settings across the region during the Business Plan cycle.

Area 3: Evaluation

- Ensure that the agreed evaluation process is embedded in all professional learning.
- Develop effective and agreed mean sample impact on the learner.
- Ensure that all evaluations feed into Partneriaeth's self-evaluation cycle.



## **Our Strategic Priorities 2023-2026**

#### **PRIORITY 1**

#### We will:

Support all schools and educational settings to design and deliver their own high quality equitable curriculum.

Our aim is that all learners will experience high quality teaching and learning which enables them to make progress and develop as:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

- Continue to support the Curriculum Design and Review process through a tiered (bespoke, targeted, universal) programme of co-constructed asynchronous and synchronous professional learning.
- ii. Ensure that clusters are supported to develop a shared understanding of **progression** on a 3-16 continuum.
- iii. Collaborate with stakeholders and partners to identify and share arrangements for assessment which are embedded in day-to-day practice and inform planning.
- iv. Develop, co-construct and co-deliver a professional learning offer, informed by the needs of our schools and educational settings, focussed on high quality teaching and learning, including Post-16.
  - Engage with stakeholders to design co-contruct and co-deliver a programme of support for schools and educational settings focussing on developing **cross curricular** skills.
  - Continue to work with LAs to co-construct a strategy to support high-quality teaching and learning of Welsh in all schools and educational settings and support the **Cymraeg 2050** agenda.

#### **PRIORITY 2**

Embed principles and processes which underpin educational equity in all schools and educational settings.

Our aim is that personal or social circumstances are not obstacles to achieving educational potential and that all schools and educational settings have high aspirations for all learners.

#### We will:

i.

- Continue to support schools and educational settings to understand how to mitigate the impact of **poverty** on engagement, achievement and attainment.
- Continue to support schools and educational settings to understand how to mitigate the impact of trauma on engagement, achievement and attainment.
- Work with key partners to embed evidence based universal approaches to promote positive health and well-being.



vi.

V.

## **Our Strategic Priorities 2023-2026**

#### **PRIORITY 3**

Support schools and educational settings to develop a range of research and enquiry skills as a key part of their own professional learning.

Our aim is to enable schools and educational settings across the region to use enquiry to establish and maintain a rhythm of learning, innovation and change.

#### **PRIORITY 4**

Provide career pathways for leaders, practitioners and support staff at all levels of the system.

Our aim is to support all professionals to progress along their own career pathway and to develop and retain future leaders across the system.

#### We will:

i.

- Support the growth of networks of schools and educational settings to develop a range of **enquiry skills** by leading enquiries in their own settings.
- ii. Promote collaboration across our schools and educational settings to explore and develop approaches to **digital learning design**.
- iii. Drive a system whereby schools and educational settings are willing to take **risks, experiment and innovate** their practice to raise standards.
- iv. As a region **engage** in forms of enquiry to investigate and extend our practice.

#### We will:

i.

ii.

- Deliver the Teaching Assistant Learning Pathway (TALP)
- Provide Early Career Support/Induction for Newly Qualified Teachers (NQTs)
- iii. Run the Future Leadership Programme

