

Essential Aspects for Consideration from our National Mission



- ◇ Curriculum for Wales
- ◇ Schools as a Learning Organisation
- ◇ Professional Standards for Teaching and Leadership

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Successful Futures

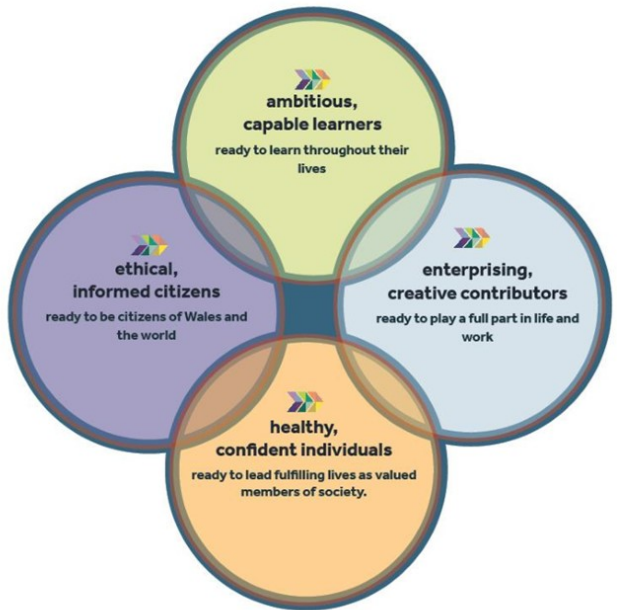
Key Recommendations:

- ◇ Four purposes
- ◇ Six Areas of Learning and Experience
- ◇ Three cross-curriculum responsibilities
- ◇ Progression Steps at age 5, 8, 11, 14 and 16 (including 'Routes')
- ◇ Achievement outcomes
- ◇ A range of pedagogical approaches
- ◇ Refocusing assessment on learning including learners' self-and peer' assessment
- ◇ Alignment of system performance and school performance with the four purposes

Purpose of the Curriculum

Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:



Six Areas of Learning and Experience:

- ◇ Expressive Arts
- ◇ Health and well-being
- ◇ Humanities
- ◇ Languages, Literacy and Communication
- ◇ Mathematics and Numeracy
- ◇ Science and Technology

Purpose of the Curriculum

Three cross-curriculum responsibilities:

- ◇ Digital Competence
- ◇ Literacy
- ◇ Numeracy

Wider Skills in Wales:

- ◇ **Critical thinking and problem solving**—marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.
- ◇ **Planning and organising**—implementing solutions and executing ideas and monitoring and reflecting on results.
- ◇ **Creativity and innovation**—generating ideas, openness and courage to explore ideas and express opinions.
- ◇ **Personal effectiveness**—reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Principles of Curriculum Design

- ◇ **Authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes.
- ◇ **Evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research.
- ◇ **Responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners.
- ◇ **Inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.
- ◇ **Ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person.

Principles of Curriculum Design

- ◇ **Empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives.
- ◇ **Unified:** enabling continuity and flow with components which combine and build progressively.
- ◇ **Engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter.
- ◇ **Based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process.
- ◇ **Manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

Pedagogical Principles

1. Overall purposes of the curriculum	2. Sustained effort	3. Blend of approaches	4. Problem solving, creative and critical
5. Build on previous knowledge and experience and engage interest	6. Authentic contexts	7. Assessment for Learning	8. Making connections within and across AOEs
9. Cross-curricular responsibilities	10. Encourage to take increasing responsibility	11. Social and emotional development	12. Encourages collaboration

Pioneer Schools within GwE

DIGITAL SCHOOLS				
	School Name	Region	Medium	Primary/Secondary/Special
1.	Ysgol y Graig	Anglesey	Welsh	Primary
2.	Cornist Park Primary School	Flintshire	English	Primary
3.	Ysgol Bryn Elan	Conwy	English	Secondary
PROFESSIONAL LEARNING SCHOOLS – old New Deal				
	School Name	Region	Medium	Primary/Secondary/Special
1.	Flint High School	Flintshire	English	Secondary
2.	St. Christopher's School	Wrexham	English	Special
3.	Ysgol Bro Tryweryn	Gwynedd	Welsh	Primary
4.	Ysgol Bryn Elan	Conwy	English	Secondary
5.	Ysgol Dyffryn Ogwen	Gwynedd	Welsh	Secondary
6.	Ysgol Eirias	Conwy	English	Secondary
7.	Ysgol Glan Gele	Conwy	English	Primary (Infants)
8.	Ysgol Gwynedd	Flintshire	English	Primary
9.	Ysgol Llandrillo yn Rhos	Conwy	English	Primary
10.	Ysgol Manod	Gwynedd	Welsh	Primary
11.	Ysgol O.M. Edwards	Gwynedd	Welsh	Primary
12.	Ysgol Pen Coch	Flintshire	English	Special
13.	Ysgolion Uwchradd Meirionnydd	Gwynedd	Welsh	Secondary
CURRICULUM SCHOOLS				
	School Name	Region	Medium	Primary/Secondary/Special
1.	Alun School	Flintshire	English	Secondary
2.	St. Joseph's Catholic & Anglican High School	Wrexham	English	Secondary
3.	Ysgol Babanod T. Gwynn Jones	Conwy	English	Primary (Infants)
4.	Ysgol Bryn Gwalia	Flintshire	English	Primary
5.	Ysgol Gyfun Bodedern	Anglesey	Welsh	Secondary
6.	Ysgol O.M. Edwards	Gwynedd	Welsh	Primary
7.	Ysgol Pen Coch	Flintshire	English	Special
8.	Ysgolion Uwchradd Meirionnydd	Gwynedd	Welsh	Secondary
APPLICATION SUBMITTED FOR PIONEER PARTNER STATUS in JAN 2017– AoLE focus				
1.	Rhyl High School	Denbighshire	English	Secondary
2.	Ysgol Friars	Gwynedd	English	Secondary
3.	Ysgol y Creuddyn	Conwy	English	Secondary
4.	The Maelor School	Wrexham	English	Secondary
5.	Ysgol David Hughes	Anglesey	Welsh	Secondary
6.	Ysgol Glan y Mor	Gwynedd	Welsh	Secondary
7.	Ysgol Gyfun Llangefni	Anglesey	Welsh	Secondary
8.	Ysgol Brynrefail	Gwynedd	Welsh	Secondary
9.	Ysgol Dyffryn Conwy	Conwy	Welsh	Secondary
10.	Ysgol y Gogarth	Conwy	English	Special
11.	Ysgol Dinas Bran	Denbighshire	English	Secondary
12.	Ysgol Syr Hugh Owen	Gwynedd	Welsh	Secondary

Schools as Learning Organisations



Schools as Learning Organisations

7 Dimensions:

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

Four Transversal Themes

TRUST, TIME, TECHNOLOGY AND THINKING TOGETHER

A set of themes flows through all seven dimensions: the four Ts: trust, time, technology and thinking together.

Although some of these themes may seem more pertinent to one action than to another, all four have an impact on the whole. For example, trust underpins the kind of relationships needed internally and externally for learning organisations to thrive; and all aspects of school development require the provision of time.

Timeline

Education in Wales: Our national mission



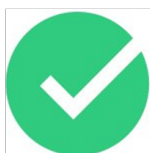
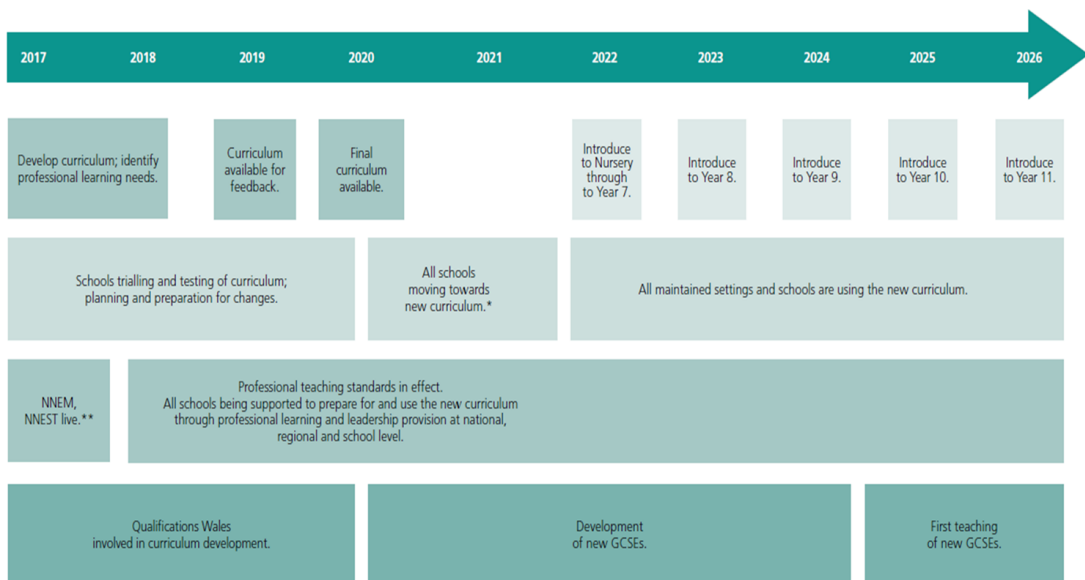
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Llywodraeth Cymru
Welsh Government



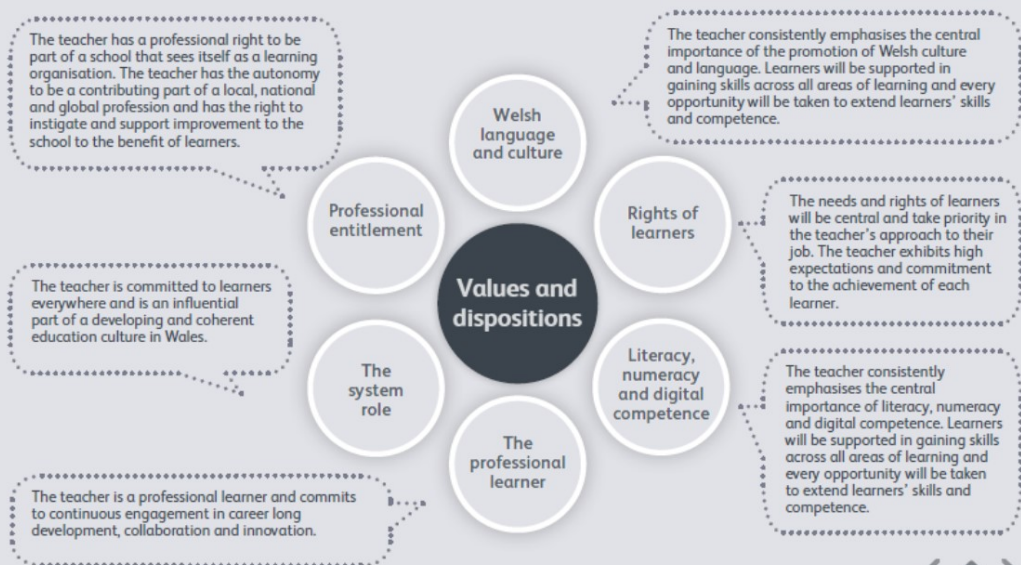
Timeline



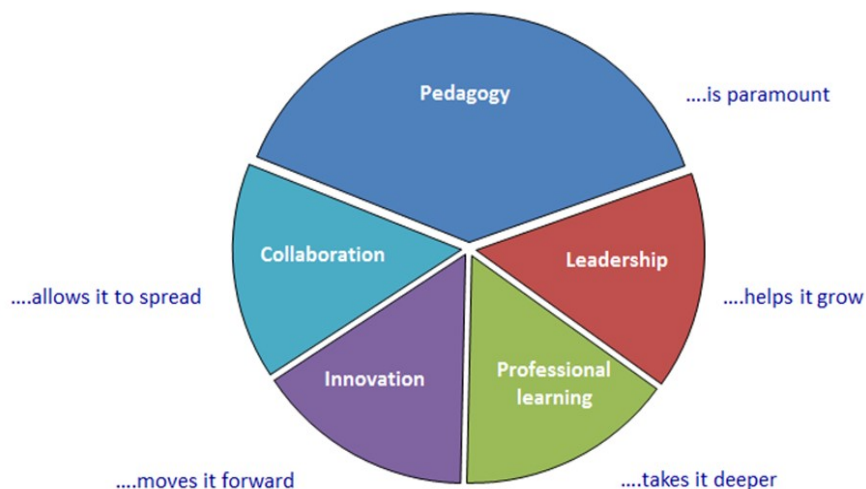
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EDUCATION WALES
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Professional Standards for Teaching and Leadership

Overarching values and dispositions



Five dimensions of the professional teaching and leadership standards



Overview of Elements

Pedagogy

Refining teaching... towards sustained highly-effective practice

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Click on element headings to view descriptors.

Managing the learning environment

Assessment

Differentiation

Recording and reporting

Involving partners in learning



Pedagogy

Advancing learning... through effective application of subject knowledge and discipline

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Click on element headings to view descriptors.

Four purposes for learners

Exploiting subject disciplines in areas of learning

Blended learning experiences

Real life, authentic contexts

Progression in learning

Cross-curricular themes



Overview of Elements

Collaboration

The teacher takes opportunities to work productively with all partners in learning in order to extend professional effectiveness.

Click on element headings to view descriptors.

Seeking advice and support

Working with in-school colleagues

Supporting and developing others

Enabling improvement



Professional learning

The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.

Click on element headings to view descriptors.

Wider reading and research findings

Professional networks and communities

Continuing professional learning

Welsh language skills



Overview of Elements

Innovation

The teacher employs an innovative outlook which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogic outcomes.

Click on element headings to view descriptors.

Offering expertise

Developing new techniques

Evaluating the impact of changes in practice



Leadership

The teacher exercises leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the educational ambitions for Wales.

Click on element headings to view descriptors.

Taking responsibility for self

Exercising corporate responsibility

Leading colleagues, projects and programmes

Supporting formal leadership roles



Overview of Elements

Pedagogy

Influencing learners... building positive learner disposition

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Click on element headings to view descriptors.

Challenge and expectations

Listening to learners

Learners leading learning

Sustained effort and resilience in learners

Reflection on learning

Learning outcomes and well-being



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Pedagogy

Pedagogy

Refining teaching... towards sustained highly-effective practice

TEACHING

Managing the learning environment

Sustained highly-effective practice descriptor:

Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning.

Induction descriptor:

Organisation of learners and colleagues, routines and resources is focussed on building learning habits and behaviours that meet the four purposes and are understood by learners in that context.

QTS descriptor:

The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.

PLP



Pedagogy

Refining teaching... towards sustained highly-effective practice

TEACHING

Assessment

Sustained highly-effective practice descriptor:

Specialised assessment techniques are employed for identified learners and there is a commitment to working with colleagues and other agencies to best meet identified needs.

Induction descriptor:

Assessment is used effectively to pinpoint learning needs for all learners.

QTS descriptor:

The range of purposes and practices for assessment is understood and articulated.

PLP



Pedagogy

Pedagogy

Refining teaching... towards sustained highly-effective practice

TEACHING

Differentiation

Sustained highly-effective practice descriptor:

Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.

Induction descriptor:

Learning materials and experiences are used to provide appropriate challenge to every learner.

QTS descriptor:

The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

PLP



Pedagogy

Refining teaching... towards sustained highly-effective practice

TEACHING

Recording and reporting

Sustained highly-effective practice descriptor:

Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly.

Induction descriptor:

Records and reports accurately describe the progress made by learners, identify key learning needs and outline important next steps.

QTS descriptor:

The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.

PLP



Pedagogy

Pedagogy

Refining teaching... towards sustained highly-effective practice

TEACHING

Involving partners in learning

Sustained highly-effective practice descriptor:

Parents and carers are given strong support in helping their children develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the commitment to build authentic experience as a natural part of learning.

Induction descriptor:

Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.

QTS descriptor:

The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.

PLP



Pedagogy

Advancing learning... through effective application of subject knowledge and discipline

TEACHING

Four purposes for learners

Sustained highly-effective practice descriptor:

The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes articulated to colleagues.

Induction descriptor:

There are clear examples of sustained embedding of the four purposes for learners.

QTS descriptor:

The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.

PLP



Pedagogy

Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

Exploiting subject disciplines in areas of learning

Sustained highly-effective practice descriptor:

Planned learning exploits subject disciplines using real-life applications across the four purposes.

Induction descriptor:

Learners are encouraged to recognise and appreciate the differences between the disciplines of the subjects they experience within the areas of learning.

QTS descriptor:

The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

PLP



Pedagogy

TEACHING

Advancing learning... through effective application of subject knowledge and discipline

Blended learning experiences

Sustained highly-effective practice descriptor:

A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life.

Induction descriptor:

Teaching contexts and methods are blended to use experience from varied and appropriate environments to support each other. Learning areas such as the workshop, outdoors, laboratory, studio, gymnasium, library, theatre and classroom are integrated settings for learning, demonstrating discipline and structure appropriate to experience.

QTS descriptor:

The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.

PLP



Pedagogy

Pedagogy

Advancing learning... through effective application of subject knowledge and discipline

TEACHING

Real life, authentic contexts

Sustained highly-effective practice descriptor:

Learners initiate, drive and reflect upon authentic experience which reinforces prior learning and provides context for further development across all four purposes.

Induction descriptor:

There are examples of real life, authentic contexts for learning being provided as a natural part of the learning experience.

QTS descriptor:

The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.

PLP



Pedagogy

Advancing learning... through effective application of subject knowledge and discipline

TEACHING

Progression in learning

Sustained highly-effective practice descriptor:

Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning across the four purposes.

Induction descriptor:

Learning is planned so the next stages extend learners' capacity incrementally and build upon prior knowledge.

QTS descriptor:

The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.

PLP



Pedagogy

Pedagogy

Advancing learning... through effective application of subject knowledge and discipline

Cross-curricular themes

Sustained highly-effective practice descriptor:

The use of cross-curricular themes is routinely employed and the range exploits complex learning which is made explicit through effective reflection on learning.

Induction descriptor:

Cross-curricular themes are used to build links between areas of learning and the learning within each component can be articulated.

QTS descriptor:

The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.

TEACHING

PLP



Pedagogy

Influencing learners... building positive learner disposition

Challenge and expectations

Sustained highly-effective practice descriptor:

Learners relish the opportunity to extend themselves and exploit previous skills whilst seeking to develop new ones.

Induction descriptor:

The teacher communicates appropriate levels of challenge and expectations of learners which are reflected in the quality and achievement in their learning.

QTS descriptor:

The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.

TEACHING

PLP



Pedagogy

Pedagogy

Influencing learners... building positive learner disposition

TEACHING

Listening to learners

Sustained highly-effective practice descriptor:

Processes are in place which expect learners to offer their views to inform all stages of learning.

Induction descriptor:

Learners' views are sought, understood and acted upon.

QTS descriptor:

The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.

PLP



Pedagogy

Influencing learners... building positive learner disposition

TEACHING

Learners leading learning

Sustained highly-effective practice descriptor:

Learners take an active role in managing their own learning agenda with self-initiated and self-determined activity helping them to set their own high expectations.

Induction descriptor:

Learners are encouraged to suggest ways in which learning can be further developed, interpreted or extended.

QTS descriptor:

In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.

PLP



Pedagogy

Pedagogy

Influencing learners... building positive learner disposition

TEACHING

Sustained effort and resilience in learners

Sustained highly-effective practice descriptor:

The teacher ensures that learners reflect upon the extent to which they have stretched themselves and been resilient in solving problems and challenges in their learning.

Induction descriptor:

The teacher encourages learners to apply themselves with sustained effort because they see the point of their learning and understand that resilience is needed for sustained success.

QTS descriptor:

The teacher promotes and secures learners' self-motivation and self-direction in their learning.

PLP



Pedagogy

Influencing learners... building positive learner disposition

TEACHING

Reflection on learning

Sustained highly-effective practice descriptor:

Evaluation of learning looks at all aspects; the products, quality, development of learning and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner.

Induction descriptor:

Reflection with learners is planned by the teacher as a natural part of the learning experience and leads learners to consider their behaviour and outlook.

QTS descriptor:

In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.

PLP



Pedagogy

Pedagogy

Influencing learners... building positive learner disposition

TEACHING

Learning outcomes and well-being

Sustained highly-effective practice descriptor:

Learners are enabled to understand how their focus upon personal well-being and their commitment for appropriate medium, outcome and quality have impact in terms of usefulness for the purpose and audience.

Induction descriptor:

The teacher works to ensure that learners appreciate how high-quality product and performance outcomes lead to improved learning and improved habits of well-being.

QTS descriptor:

The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.

PLP



Collaboration

Collaboration

TEACHING

Seeking advice and support

Sustained highly-effective practice descriptor:

Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice and support.

Induction descriptor:

The active seeking of support from colleagues when meeting a new challenge is a natural part of teaching.

QTS descriptor:

The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.

PLP



Collaboration

TEACHING

Working with in-school colleagues

Sustained highly-effective practice descriptor:

The teacher actively promotes and facilitates collaborative opportunities for staff, both in routine aspects of learning organisation and in innovative approaches.

Induction descriptor:

The teacher works alongside other colleagues to build expertise for the benefit of learners and seeks opportunities to strengthen collaboration.

QTS descriptor:

Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.

PLP



Collaboration

Collaboration

TEACHING

Supporting and developing others

Sustained highly-effective practice descriptor:

High levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners through active, purposeful and structured contributions to the development of teachers and other staff.

Induction descriptor:

The teacher supports the development of others as a natural part of their role, including contributing to whole-school initiatives and involvement in programmes which extend expertise and have impact on learning outcomes.

QTS descriptor:

The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.

PLP



Collaboration

TEACHING

Enabling improvement

Sustained highly-effective practice descriptor:

Areas of concern are accurately identified and examined in own and others' practice. Support is sought and offered readily and a plan enacted to secure improved performance.

Induction descriptor:

Advice is sought and taken on ways to improve performance and achieve enhanced outcomes for learners.

QTS descriptor:

There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.

PLP



Professional Learning

Professional learning

TEACHING

Wider reading and research findings

Sustained highly-effective practice descriptor:

There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale.

Induction descriptor:

The teacher makes reasoned pedagogic decisions based upon relevant reading and research findings.

QTS descriptor:

The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.

PLP



Professional learning

TEACHING

Professional networks and communities

Sustained highly-effective practice descriptor:

The teacher takes an active role in the wider education community with contributions to journals, conferences or learning communities.

Induction descriptor:

The teacher makes efforts to benefit from a regional, national or international professional network or community, focussed upon an appropriate subject, process or age phase.

QTS descriptor:

The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.

PLP



Professional Learning

Professional learning

TEACHING

Continuing professional learning

Sustained highly-effective practice descriptor:

Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school.

Induction descriptor:

The Professional Learning Passport is used to support reflective practice and record an active commitment to continuing professional learning, leading to the controlled implementation of new or revised techniques and approaches.

QTS descriptor:

The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.

PLP



Professional learning

TEACHING

Welsh language skills

Sustained highly-effective practice descriptor:

The teacher actively seeks opportunities to apply and extend their understanding and skills in the use of the Welsh language.

Induction descriptor:

There is a personal commitment to incremental development of skills in the use of the Welsh language.

QTS descriptor:

There is a commitment to incremental development of personal skills in the use of the Welsh language.

PLP



Innovation

Innovation

TEACHING

Offering expertise

Sustained highly-effective practice descriptor:

Expertise and experience is brought to bear by contributing professional skills to help other colleagues address new challenges.

Induction descriptor:

The teacher's emerging expertise and support is made available to colleagues who are trying something new in their repertoire of teaching techniques.

QTS descriptor:

The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.

PLP



Innovation

TEACHING

Developing new techniques

Sustained highly-effective practice descriptor:

Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward.

Induction descriptor:

There is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.

QTS descriptor:

Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.

PLP



Innovation

Innovation

TEACHING

Evaluating the impact of changes in practice

Sustained highly-effective practice descriptor:

Evidence deriving from innovative practice is collected and shared with others, both within and beyond the school community, to contribute to growing understandings and other related developments elsewhere.

Induction descriptor:

The teacher expects any new steps to be supported, analysed and developed with involvement from peers and more experienced colleagues.

QTS descriptor:

The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.

PLP



Leadership

Leadership

TEACHING

Taking responsibility for self

Sustained highly-effective practice descriptor:

Personal professional responsibility includes the sustained development of highly effective practices across the professional standards.

Induction descriptor:

The teacher accepts responsibility and demonstrates the commitment to learners through professional organisation and management.

QTS descriptor:

The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.

PLP



Leadership

TEACHING

Exercising corporate responsibility

Sustained highly-effective practice descriptor:

Colleagues are supported to meet the policies and principles required by the school with suggestions for improvements being offered and acted on.

Induction descriptor:

The teacher contributes to the aims and development of the school by consistently demonstrating compliance with agreed policies and is prepared to seek advice where necessary.

QTS descriptor:

Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

PLP



Leadership

Leadership

TEACHING

Leading colleagues, projects and programmes

Sustained highly-effective practice descriptor:

Leadership is an integral part of teaching involving the support, guidance and demand necessary to achieve required outcomes. It takes account of the experience of other colleagues and encourages them to flourish.

Induction descriptor:

The teacher uses qualities of personal professional practice to positively influence the practice of others.

QTS descriptor:

The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.

PLP



Leadership

TEACHING

Supporting formal leadership roles

Sustained highly-effective practice descriptor:

Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school.

Induction descriptor:

The teacher actively supports the work of the phase or department and begins to demonstrate an awareness of the range of processes and skills involved.

QTS descriptor:

The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.

PLP



Digital Competence Framework (DCF)

- Citizenship
- Interacting and Collaborating
- Producing
- Data and Computational Thinking

Since September 2016 schools have been encouraged to become familiar with the DCF and:

- develop a clear vision for digital learning
- develop policies and procedures to prepare for digital competence
- identify a lead responsible for digital competence
- incorporate digital competence into the school improvement plan
- start to identify opportunities for DCF in their existing curriculum
- undertake staff audits and identify professional learning requirements

From September 2018

Refining and integrating the framework into the curriculum. By this time schools will:

- have a clear vision for delivering digital competence in the classroom
- have established staff responsibilities for digital competence across the curriculum
- review on an ongoing basis:
 - hardware/software requirements
 - staff professional learning needs
- starting to incorporate digital competence within ongoing curriculum planning
- have planned for and be delivering staff professional development in respect of digital competence, working with regional consortia.

Digital Competence Framework (DCF)

From September 2020

The new curriculum will be available and settings / schools will be:

- embedding digital competence across the school curriculum
- adapting, developing and implementing task ideas
- sharing good practice within and outside the school
- engaging with the School Council and pupil voice
- evaluating current approaches to digital competence

From September 2022

Settings and schools are incorporating digital competence across the curriculum.

The new curriculum will be introduced to Nursery through to Year 7, and rolled out to Years 8 to 11 between 2023 and 2026, and settings/schools will:

- have embedded digital competence across the school curriculum
- continue to adapt existing digital competence approaches to the new curriculum
- continue to review and refine their approach to digital competence.

For a detailed roadmap for the DCF please download this infographic:

<https://www.gwegogledd.cymru/index.php/curriculum-support/y-fframwaith-cymhwysedd-digidol-a-dysgu-yn-y-gymru-ddigidol/?lang=en>

G6 Curriculum for Wales Module

Following the publishing of the Successful Futures report in 2015 all 68 recommendations were accepted by the Welsh Government. As a result, Wales is undergoing a substantial education reform on elements of professional learning, digital, Welsh language, curriculum development, assessment, leadership, ALN and accountability.

In Successful Futures, Professor Donaldson proposes a broad and balanced, inclusive and challenging curriculum, delivered through six Areas of Learning and Experience (AoLE), with the expectations for three Cross-curriculum Responsibilities embedded throughout the AoLEs. Professor Donaldson challenges us to re-think our approach to the curriculum and to focus on the 4 purposes of education so that we build a curriculum that supports our children and young people to be: -

- ambitious, capable learners ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Within this Curriculum for Wales project, a framework of milestones have been agreed where by schools are able to reflect on their own progress on their preparations to deliver a new curriculum. Milestones have been discussed with various stakeholders including Headteacher forums and Curriculum for Wales Cluster Facilitators across the region.

G6 Curriculum for Wales Module

Cwricwtwm i Gymru
Ruth Thomas

Welcome
Project page
Comparison report
Overview Report

About the project

Welcome to the Curriculum for Wales information page.

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Latest news

New Resources in CFW folder of the Resource Library
Date: 17.05.2018, 12:32
 You can access CFW resources by clicking on the CFW folder in [Read more](#)

Key planning Milestones to 2022
Date: 16.05.2018, 12:41
 Click on the link below <https://gov.wales/docs/dcells/publicati>

Resources

- New professional standards for teaching
- Education in Wales: Our National Mission
- GwE Pioneer schools

Bwylltlen Cwricwtwm i Gymru
Ulyr Gilmour Jones

	Croeso	Tudalen Proiect	Adroddiad Cymharu	Adroddiadau
Chwilio...	Adrodd ar: 30/03/2018 Statws: ▼			
Cwricwtwm i Gymru				
	30/03/2018	06/07/2018	21/12/2018	
Ysgol Porth y Felin	43%	57%		
School	43%	57%		
Gwybodaeth a dealltwriaeth	Ar ddrac	Ar y gweill	Ar y gweill	
Hunan arfarnu	Ar ddrac	Ar y gweill	Ar y gweill	
Gwneud a chymryd rhan	Ar ddrac	Ar y gweill	Ar y gweill	
Diwylliant ysgol	Ar ddrac	Ar y gweill	Ar y gweill	
Safonau proffesiynol ar gyfer addysgu ac arweinyddiaeth	Ar ddrac	Ar y gweill	Ar y gweill	

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