



Collaborating · Learning · Succeeding

GwE Gogledd Cymru

Professional Offer 2023-2024





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INTRODUCTION

In times of substantial and exciting changes in education, GwE's Professional Learning Offer must meet the needs of all schools in the region and the education system as a whole.

Welsh Government want all practitioners to access high-quality professional learning to enable them to deliver high-quality education and set high aspirations for all. The National Professional Learning Entitlement (The Entitlement) will be instrumental in the journey towards achieving this. This aligns with the 8 contributory factors outlined in the '[School improvement guidance: framework for evaluation, improvement and accountability](#)'. These factors describe the key attributes that schools that are successfully realising the curriculum will possess.

The Framework provides guidance for the entire system on school improvement. Part of the guidance on self-evaluation and improvement planning notes the need for schools (supervised by governing bodies) to specify in their School Development Plans where they require external support to implement improvements, along with who will provide the support and when.

GwE (in conjunction with Local Authorities) will agree with schools what support they require in relation to improving teaching and learning, leadership, curriculum delivery, Welsh language development and any other area to improve learner outcomes. We will also support schools to engage in professional dialogue and promote this work to develop a mutual understanding of learner progression and assessment across the region's schools.

The guidance notes that schools should consider engaging peers in the self-evaluation process to gain external perspective on improvement priorities. Peer collaboration underpins GwE's vision and we will promote collaboration and networking at all tiers in our Professional Learning Offer.

GwE's Professional Learning Offer has been designed to respond to Welsh Government expectations and to the requirements of the region's schools along with their stakeholders. The regional priorities are strongly embedded in the findings of our self-evaluation processes and derive from consultation with school Headteachers and Local Authorities. The Offer therefore aims to respond to schools' requests and meet local, regional and national priorities.

In planning any Professional Learning Offer, GwE will ensure that we:

- Support Leaders to lead improvements in the identified area;
- Support practitioners to provide an effective classroom floor provision;
- Support the system to share successes and learn from one another.

The principles of our Offer are based on promoting professional learning and development at three tiers:

- Specific and bespoke support for individual schools.
- Local support through clusters, alliances and networks.
- Generic Professional Learning Offer available to all across the region.

In providing Professional Learning across these tiers, the Offer can be flexible in responding to needs in various ways:



- Individual Professional Development: At an individual practitioner level, professional learning focuses on personal growth and development. Professional learning at this level means that leaders and practitioners partake in activities that improve their skills with the opportunity for reflection and application within a specific role.
- School-to-school collaboration: School-to-school collaboration involves leaders and practitioners from different schools coming together to share expertise, resources and best practice. Professional learning at this level encourages the exchange of information and experiences, leading to improved teaching methods and whole school improvements.
- Cluster/Alliance/Network Collaboration: This is an extension of school-to-school collaboration by engaging multiple schools within a defined geographical area or educational network. Professional learning at this level encourages a more inclusive approach to improving education across multiple settings.

We will therefore continue to support and develop collaboration across the 3-16 continuum, rolling out existing peer work to identify aspects that schools could offer as professional development to other schools.

As a service, we offer training based on the principles of schools as learning organisations (SLO). There is a focus on professional learning, based on providing support using various approaches including specific face-to-face, off-site and virtual professional learning, through mentoring, and effective school to school collaboration. This promotes leaders and practitioners to become self-improving and take responsibility for their own professional learning, and to contribute to a self-improving education system.

An essential part of this offer involves a regional evaluation model which captures the impact and effectiveness of Professional Learning. This intelligence is used to ensure that we continue to provide an appropriate and effective offer to all our practitioners, and improvements and revisions are made accordingly. We will also help schools to evaluate the impact of the planned Professional Learning on their practice and learner outcomes when appropriate.

This handbook provides a high-level overview of Professional Learning during this academic year to help you identify the Professional Learning required by your schools and staff. Additional opportunities to this offer may occasionally be added to and communicated via GwE's Bulletin.



HOW TO BOOK

Spaces on any Professional Learning can be booked through the 'GwE Bulletin'. Please ensure that you have registered for the bulletin in order to access registration.

Curriculum and Assessment





DEVELOPING THE EXPRESSIVE ARTS - CROSS-REGIONAL VIRTUAL SESSIONS

Suitable for:	Middle Leaders from all sectors
Description:	Opportunity to collaborate and partake in professional dialogue with colleagues across the region and Wales to develop provision for the Expressive Arts.
Two virtual sessions:	<ul style="list-style-type: none">• Planning for progression (16 November 2023)• Teaching and Learning (2 July 2024)
Outcomes:	Developing awareness and understanding of the content of the Expressive Arts AoLE by: <ul style="list-style-type: none">• Engaging in national Expressive Arts AoLE Networks• Accessing practical examples/practices by schools across Wales.
Date:	16/11/2023 & 02/07/2024

DEVELOPING THE EXPRESSIVE ARTS - DEVELOPING THE DISCIPLINES

Suitable for:	Primary Middle Leaders
Description:	Sessions to develop every discipline within the Expressive Arts AoLE (Music, Art, Drama, Dance, Film and Digital Media).
All sessions will involve:	<ul style="list-style-type: none">• Unpacking specific discipline considerations• Progression across every discipline• Emerging practice in every discipline within the Expressive Arts AoLE• Emerging questions - every discipline across the AoLE.
Outcomes:	<ul style="list-style-type: none">• Developing understanding and awareness of the main discipline specific considerations within Expressive Arts.• Developing understanding and awareness of the main considerations of planning for progression across the specific disciplines.• Strengthening reform and evaluation processes for curricular provision through various self-evaluation/self-appraisal processes.
Date:	May 2024



DEVELOPING THE EXPRESSIVE ARTS - REGIONAL NETWORK

Suitable for:	Practitioners / Middle Leaders / Senior Leaders
Description:	The Regional Expressive Arts Network will meet on a termly basis with the aim of:
	<ul style="list-style-type: none"> • Sharing emerging practices • Raising awareness and reinforcing key messages/any new developments • Ensuring the commitment of regional network members/practitioners commissioned to contribute and support the system. • Offering opportunities for collaboration and further co-construction for all attending.
Outcomes:	<ul style="list-style-type: none"> • Develop understanding and awareness of the main principles of Expressive Arts • Develop understanding and awareness of emerging practices in local curriculum design within Expressive Arts.
Date:	December 2023, March 2024 & June 2024



CROSS-REGIONAL SECONDARY HEALTH AND WELLBEING NETWORK

Suitable for:	Secondary Middle Leaders (including PRUs/Special schools).
Description:	An opportunity to join a new cross-regional Secondary Health and Wellbeing AoLE Leads' group for sharing professional practice.
	One face-to-face meeting will be held per term at a host school across the Region (Conwy/Denbighshire, Flintshire/Wrexham, Anglesey/Gwynedd).
Outcomes:	Develop a greater understanding of the Health and Wellbeing AoLE through: <ul style="list-style-type: none">• Accessing practical exemplars and best practice from schools across the Region• Collaborating and engaging in professional dialogue with colleagues across the Region• Improved leadership of AoLE leading to improved standards.
Date:	Second half of Autumn term

HEALTH AND WELLBEING AOLE (AGES 3 – 8)

'PLAY TO LEARN' INTERACTIVE TEACHER WORKSHOP

Suitable for:	Primary (3-8)
Description:	This full day 'Play to Learn' interactive workshop will equip practitioners and teachers to deliver safe, enjoyable, and active lessons for learners to be more engaged in their learning in physical literacy and physical activity. We believe that encouraging physical development at an early age is crucial to fostering a lifelong enjoyment of sport and a healthier nation.
	Play to Learn includes: <ul style="list-style-type: none">• Imaginative story books which encourage children to act out creative movements at home - from jumping waves at the seaside to catching dragon eggs• Skill cards to help children practice movements such as star jumps, running and under arm throwing• A suite of 16 fun games, ideally suited for this age-group, so that children can put all their new skills into action.
Outcomes:	<ul style="list-style-type: none">• Helping children to develop energy and enthusiasm for movement gives them confidence and a great start in life. It provides a solid foundation for children to continue in their sporting journey.• Demonstrations and hands-on lessons to encourage learners to be more engaged in their own learning with physical activity and creative movement• Collaborate with peers to build connections across schools in order to exchange knowledge and skills, and share good practice



	<ul style="list-style-type: none"> Working towards identifying 'Train the Trainer' practitioners to work with clusters in the future
Date:	<p>Welsh medium: 09/11/2023 & 08/12/2023.</p> <p>English medium: 01/12/2023, 15/12/2023, 12/01/2024 & 19/01/2024.</p>

HEALTH AND WELLBEING AOLE (AGES 8-11) INTERACTIVE TEACHER WORKSHOP

Suitable for:	Primary (8 – 11)
Description:	The full day comprises of 3 key sections which contribute to developing healthy, confident individuals;
	<ul style="list-style-type: none"> meaningful and positive experiences in physical education developing nutrition skills for life a short introduction on how to bring digital skills into the AOLE
Outcomes:	<ul style="list-style-type: none"> This interactive workshop will equip practitioners and teachers to deliver safe, enjoyable, and active sessions Demonstrations and hands-on lessons to encourage learners to be more engaged in their own learning with physical activity and food & nutrition skills Recommendations for specialist equipment and resources to deliver these lessons at your school and share with your peers.
Date:	07/11/2023, 23/11/2023 & 30/11/2023

STRATEGIC FRAMEWORK FOR EMOTIONAL AND MENTAL HEALTH WELLBEING

Suitable for:	School Leaders (all sectors)
Description:	<ul style="list-style-type: none"> Jointly delivered training to support (Welsh Government & Public Health Wales, GwE) the Strategic Framework for Emotional and Mental Health wellbeing audits (WSA). Training will support schools based on their findings and the main areas of need identified regionally by Welsh Government and Public Health Wales.
Outcomes:	<ul style="list-style-type: none"> Leaders will have increased awareness of the main areas in developing a whole school approach to support pupils' emotional and mental wellbeing. Leaders will further develop their practice in strategically planning to improve areas of need identified.
Date:	Second half of Autumn term



<u>NATIONAL OFFER</u>	
UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC) AND THE UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD)	
Suitable for:	School Practitioners Leaders (all sectors)
Description:	An online professional learning package through HwB Playlists on the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) to:
	<ul style="list-style-type: none"> • Raise awareness of Children’s Human Rights, the two conventions and why they are important • Raise awareness of Human Rights and links to the curriculum and wider educational context in Wales. • Share resources to support schools in developing a Human Rights approach as a cross cutting theme and integral approach to the four purposes of the curriculum.
	Modules 1 and 2 available from July 2023 with Module 3 Playlist in place for Spring Term 2024.
Outcomes:	<ul style="list-style-type: none"> • Increased understanding of the UNCRC and UNCRPD within the wider educational context • Increased practitioner knowledge and understanding in using the Children’s Commissioner’s mapping and audit tool to support planning for Human Rights within the curriculum. • Increased understanding of practice linking Human Rights to wider education reform including ALN Code, whole school approach to emotional and mental wellbeing, anti-bullying guidance and wider safeguarding guidance.
Date:	

<u>REGIONAL OFFER</u>	
UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC) AND THE UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD)	
Suitable for:	School Practitioners Leaders (all sectors)
Description:	Regional online UNCRC/UNCRPD session open to all practitioners/middle leaders/senior leaders, with the aim of:
	<ul style="list-style-type: none"> • Sharing a support pack developed by regional consortia to develop awareness of PL modules and resources. • Sharing emerging practice within the region



	<ul style="list-style-type: none">• Offering opportunities for collaboration and further co-construction for all attending.
Outcomes:	Practitioners develop a greater understanding and awareness of: <ul style="list-style-type: none">• Resources available to support curriculum design• Emerging practice in designing local curriculum with UNCRC/UNCRPD.
Date:	



HUMANITIES VIRTUAL NETWORK (SECONDARY)

Suitable for:	Secondary Middle Leaders and Practitioners (including Special/PRUs)
Description:	A virtual network for secondary Humanities teachers to access previously published training materials.
Outcomes:	<ul style="list-style-type: none"> • Develop a shared understanding of the current key messages ensuring equity of access and consistency of messaging. • Increased knowledge of shared messages from key partners, e.g. SACRE, Welsh Government, DARPL environmental and cultural organisations. • ‘Solo’ disciplinary practitioners to develop increased understanding and knowledge by connecting with disciplinary experts across the region.
Date:	November 2023

HUMANITIES CONFERENCE (SECONDARY)

Suitable for:	Secondary Middle Leaders and Practitioners (including Special/PRUs)
Description:	<ul style="list-style-type: none"> • A Humanities Conference to be held in October/November 2023 which responds to needs identified by schools in GwE questionnaire completed in Summer 2023. • There will be opportunities for schools to engage with emerging practice shared by schools and to liaise with external partners who can support humanities’ teachers.
Outcomes:	<p>Further develop understanding and skills to effectively realise CfW through:</p> <ul style="list-style-type: none"> • Increased knowledge of the AoLE • Access to different approaches to planning • Case studies that describe early efforts to capture approaches to progression • Sharing good practice with colleagues - e.g. examples of planning.
Date:	16/11/2023

6 CASE STUDIES EXPLORING PROGRESSION IN THE HUMANITIES

Suitable for:	Primary School Leaders, Middle Leaders and Practitioners (including Special/PRUs)
Description:	<p>Schools will be able to access a selection of 6 Case Studies from Primary schools from across the Region. Case studies will include:</p> <ul style="list-style-type: none"> • An example of teachers’ planning. • A sample of pupils’ work illustrating progression. • An explanation of context and planning process. • An evaluation undertaken by the school which also identifies their next steps.

<p>Outcomes:</p>	<ul style="list-style-type: none"> • Improved understanding of planning in the Humanities, e.g., disciplinary, concepts, thematic, big questions. • Develop greater confidence and understanding of planning humanities within and across a wider curriculum.
<p>Date:</p>	<p>Digital pack available February 2024</p>



**See objective 6 for the professional learning offer for Welsh language and literacy*

LITERACY CO-ORDINATORS' NETWORK	
Suitable for:	Secondary Leaders
Description:	Agenda to be set based on emerging local, regional and national priorities.
Main Objectives:	<ul style="list-style-type: none"> • 'The 6-Step method - Literacy' • Sharing local, regional and national updates • Developing collaboration and sharing successful practice • Curriculum for Wales developments.
Outcomes:	<ul style="list-style-type: none"> • Increased confidence and ability in successfully establishing the fundamentals of the 6-Step Literacy Strategy (GwE). • Increased confidence and ability in successfully establishing the 6-Step Literacy Strategy (GwE) leading to successful implementation of a whole school literacy strategy.
Date:	November 2023, February 2024, June 2024

WELSH LANGUAGE LEADERS' EMS NETWORK [SECONDARY]	
Suitable for:	Secondary Middle Leaders
Description:	<p>'Y Gymraeg - Designing for progression (2023-24 series)</p> <p>Agenda to be set based on emerging local, regional and/or national priorities.</p>
Main Objectives:	<ul style="list-style-type: none"> • Designing a curriculum for Welsh within the Languages, Literacy and Communication AoLE. • Setting the What Matters Statements as a foundation for progression • Understanding the principles of progression and ensuring linguistic continuity (3-16 continuum). <p>There will also be follow-up meetings for Alliances of Schools, focusing on developing specific aspects arising from the above Network Meetings.</p>
Outcomes:	<ul style="list-style-type: none"> • Increased confidence and ability in enriching curriculum design • Increased awareness and understanding of how to raise standards of teaching and learning within the department/LLC AoLE and targeting learner progression in their Welsh language skills.
Date:	November 2023, February 2024, June 2024



DIGITAL WORKSHOPS - 'WHAT'S POSSIBLE?'	
Suitable for:	Secondary Practitioners
Description:	A series of webinars providing training on the use of digital tools for language teaching and learning.
Outcomes:	<ul style="list-style-type: none"> • Increased confidence and ability in digital skills • Better understanding of how to provide a purposeful and contemporary digital provision and pedagogy to successfully develop Welsh.
Date:	Spring term

PRIMARY LITERACY LEADERS	
Suitable for:	Primary Middle Leaders (8 – 11)
Description:	<p>Local and Regional termly meetings for Primary Literacy Leaders</p> <p>Agenda to be set based on emerging local, regional and national priorities.</p> <p>Overall focus:</p> <ul style="list-style-type: none"> • Share the LLC Leaders pack/'6 step' method for designing a Literacy Strategy. • Share updates on local, regional and national developments. • Collaborate and share emerging good practices. • Curriculum for Wales
Outcomes:	<ul style="list-style-type: none"> • Develop an up to date understanding of key national messages, including key information for the online personalised assessments. • Ensure access to resources to support the design of a strategic plan for Literacy. • Develop knowledge and understanding of how to successfully refine a strategic plan for literacy and access collaborative support to implement effectively.
Date:	November/December 2023, February/March 2024 & Summer term

ASSESSMENT FOR LEARNING WRITING WORKSHOP WITH SHIRLEY CLARKE	
Suitable for:	Primary Practitioners (8 – 11)
Description:	Training workshop with Shirley Clarke, focusing on how the effective use of Assessment for Learning enhances development and outcomes in extended writing.
Outcomes:	<p>Develop an increased understanding of:</p> <ul style="list-style-type: none"> • How formative assessment strategies can be embedded within teacher practice. • Develop clear AfL strategies and learning intentions which support the progression of writing.



	<ul style="list-style-type: none"> • How to build on the basic skills and small steps of language skills towards successful writing outcomes for all learners. • Planning for and building on basic skills and small steps of the writing journey, ensuring all learners continuously progress in their writing.
Date:	13/11/2023

PRIMARY PRACTITIONERS (8-11)	
Suitable for:	Extended Writing Workshops
Description:	Training workshops to further develop the basic skills and small steps of building an extended writing journey towards continued individual progress within the CfW framework.
Outcomes:	<p>Develop an increased understanding of:</p> <ul style="list-style-type: none"> • How formative assessment strategies can be embedded within teacher practice. • Develop clear AFL strategies and learning intentions which support the progression of writing. • How to build on the basic skills and small steps of language skills towards successful writing outcomes for all learners. • Planning for and building on basic skills and small steps of the writing journey, ensuring all learners continuously progress in their writing.
Date:	13/11/2023

IMPROVING FLUENCY IN ORAL READING (IFOR) PROJECT	
Suitable for:	Primary Practitioners
Description:	Since 2018, GwE has been working collaboratively with researchers from the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University to create a suite of evidence-informed reading fluency interventions: Repeated Reading (RR), and High Frequency Words fluency (HFW). This project will focus on the roll out of our updated English and Welsh language RR intervention materials with schools.
Aims and objectives:	<ul style="list-style-type: none"> • We would like to work with schools to evaluate the impact of the updated RR following an 8-week intervention period. • All schools will receive access to training and RR intervention resources in English and Welsh.



	<ul style="list-style-type: none"> • The research team will work with staff to identify target learners and plan for the intervention in the spring term 2024. • The research team will help schools gather pupil progress data and evaluate the impact of the RR intervention.
Outcomes:	<ul style="list-style-type: none"> • Develop understanding of a series of effective evidence-based literacy interventions • Develop the skills of teachers and/or teaching assistants to be able to present the interventions confidently. • Develop improved understanding to access a comprehensive range of support materials, including the most up-to-date Welsh materials.
Date:	Training in October 2023

READING - REMOTE INSTRUCTION OF LANGUAGE AND LITERACY PROGRAMME (RILL)

Suitable for:	Primary Practitioners
Description:	<p>RILL is a short, targeted literacy programme for Key Stage 2 which aims to improve pupils' reading and literacy skills in both English and Welsh. It is an evidence-based teaching programme based on the Science of Reading (SoR) approach: RILL Cymraeg (google.com)</p> <p>In 2023-24 we invite schools to work with us to investigate the beneficial effects of providing additional RILL instruction in the home environment. This is a collaborative project between GwE, the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University, and Leeds Trinity University.</p>
Aims and Objectives:	<ul style="list-style-type: none"> • Our previous research with schools has demonstrated the importance and the utility of providing support in the home environment. • We now intend to further develop RILL by providing complementary lessons that children can complete with a parent or carer at home.
Outcomes:	<ul style="list-style-type: none"> • Develop knowledge and understanding of a series of effective evidence-based literacy interventions. • Develop the skills of teachers and/or teaching assistants to be able to present the interventions confidently. • Develop an understanding of the 'Science of Reading' (SoR) methods to improve provision for reading, spelling and general literacy. • Develop knowledge and understanding. making best use of a comprehensive range of support materials, including the most up-to-date Welsh language materials.
Date:	Selected schools invited to workshops in September & October 2023



DEVELOPING AND EVALUATING MAINSTREAM SPELLING INSTRUCTION (DEMSI)	
Suitable for:	Primary Practitioners
Description:	The Science of Reading (SoR) approach describes key reading and related skills that are critical for readers of all abilities. In this project, we plan to evaluate how the SoR approach may be applied to spelling instruction in mainstream classroom settings. Here, we propose a two-phase study in developing and evaluating mainstream spelling instruction for early writers.
Aims and Objectives:	<p>Firstly, this DEMSI project seeks to understand the landscape of current spelling instructional practices for early writers (7-year-old children) in North Wales via a regional survey. Secondly, we plan to pilot a model to help train teachers to adapt and improve their own spelling provision to ensure it aligns with the SoR. This is a collaborative project between GwE and Leeds Trinity University.</p> <ul style="list-style-type: none"> • We aim to examine the feasibility and effectiveness of co-creation workshops to implement a SoR spelling curriculum in North Wales. • We will evaluate if a co-created SoR-adapted spelling curriculum can be implemented successfully by classroom teachers? And, whether a co-created SoR-adapted spelling curriculum can improve learner outcomes? • We plan to develop a series of four one-day workshops for Year 2 and Year 3 teachers alongside an experienced teacher familiar with the SoR. The workshops will focus on background SoR research, co-developing the curriculum, and assessing spelling progress.
Outcomes:	<ul style="list-style-type: none"> • Develop knowledge and understanding of a series of effective evidence-based literacy interventions. • Develop the skills of teachers and/or teaching assistants to be able to present the interventions confidently. • Develop an understanding of the 'Science of Reading' (SoR) methods to improve provision for reading, spelling and general literacy. • Develop knowledge and understanding making best use of a comprehensive range of support materials, including the most up-to-date Welsh language materials.
Date:	Training for selected schools in October 2023 & May-June 2024

READING FOR PLEASURE NETWORKS	
Suitable for:	Clusters
Description:	Cluster-by-cluster support to establish a network to develop collaboration between primary and secondary schools with the focus on improving provision for reading and reading for pleasure.



Outcomes:	<ul style="list-style-type: none"> • Strategically develop effective collaborative practice in reading and creating a culture of reading for pleasure. • Develop understanding on how to support transition of skills development within clusters and across other settings.
Date:	December 2023 & March 2024

ORACY NETWORKS	
Suitable for:	Clusters
Description:	Cluster-by-cluster support to establish a network to develop collaboration between primary and secondary schools with the focus on improving provision for speaking and listening/oracy skills and literacy.
Outcomes:	<ul style="list-style-type: none"> • Strategically develop effective collaborative practice in oracy. • Develop understanding on how to support transition of skills development within clusters and across other settings.
Date:	January 2024

SECONDARY HEADS OF ENGLISH NETWORK	
Suitable for:	Secondary Middle Leaders
Description:	<p>Termly Secondary Heads of English Network meetings (Regional meetings for Autumn term '23 and Summer '24 / Local meetings for Spring term '24)</p> <p>Agenda to be driven by emerging local, regional and national priorities.</p>
General focus:	<ul style="list-style-type: none"> • CfW: including curriculum sequencing, formative assessment, and effective feedback. • Collaboration and sharing good practice. • Sharing updates on local, regional, and national developments. • Implementation of new GCSE qualification (summer '24).
Outcomes:	<ul style="list-style-type: none"> • Increased knowledge of emerging practices and new ideas, strategies, and resources relevant to Heads of English. • Increased understanding of key information and guidance from WJEC, QW and Estyn.
Date:	13/11/2023, February 2024 & June 2024



SECONDARY LITERACY LEADERS' NETWORK	
Suitable for:	Secondary Middle Leaders
Description:	Termly Regional Secondary Literacy Leaders' Network meetings. The focus will be on developing and implementing a whole school strategy for literacy.
Outcomes:	<ul style="list-style-type: none"> • Increased knowledge of main national messages, including key information for the online personalised assessments. • Increased understanding of how to design an effective strategic plan for literacy and access collaborative support for successful delivery.
Date:	17/10/23, January 2024 & July 2024

ENGLISH-SPECIFIC, SKILLS ENHANCEMENT WORKSHOP FOR ECTS AND NON-SPECIALISTS.	
Suitable for:	Secondary Practitioners
Description:	Regional workshop: Spring '24. This workshop aims to enhance pedagogical practice in relation to developing the reading, writing and oracy skills of learners.
Outcomes:	<ul style="list-style-type: none"> • Increased confidence in teaching English through practical strategies and resources • Increased understanding of how to make impactful and consistent use of practical strategies and resources in teaching English.
Date:	November 2023

A LEVEL ENGLISH TEACHER NETWORK MEETINGS	
Suitable for:	Secondary Practitioners
Description:	Regional Network meetings - Autumn '23: Face to Face/Summer '24 : Virtual. Agenda to be driven by emerging local, regional, and national priorities.
General focus:	<ul style="list-style-type: none"> • Sharing updates on local, regional, and national developments. • Opportunities for collaboration. • Developing effective A Level pedagogy.
Outcomes:	<ul style="list-style-type: none"> • Increased knowledge of emerging practices and new ideas, strategies, and resources relevant to teachers of A Level. • Increased understanding of key information and guidance from WJEC, QW and Estyn.
Date:	28/09/2023, 10/10/2023 & November 2023



INTERNATIONAL LANGUAGES' NETWORK	
Suitable for:	Secondary Middle Leaders (IL or LLC Heads/Co-ordinators or other relevant staff)
Description:	Termly Network Hub meetings with agenda to be driven by emerging local, regional, and national priorities.
General focus:	<ul style="list-style-type: none"> • Sharing updates on local, regional and national developments. • Collaboration and sharing good/emerging practices. • Curriculum for Wales • Transition and connections within the LLC
Outcomes:	<ul style="list-style-type: none"> • Increased knowledge of emerging practices and new ideas, strategies, and resources relevant to International Languages. • Increased understanding of key information and guidance from WJEC, QW and Estyn.
Date:	November 2023, March 2024 & June 2024

OPEN UNIVERSITY COURSE: TEACHERS LEARNING TO TEACH LANGUAGES (TELT)	
Suitable for:	Primary Practitioners
Description:	<p>A programme which upskills teachers in both primary language pedagogy and the teaching of either French, German, Spanish or Mandarin in the primary setting.</p> <p>English-medium: Registration for sponsorship by Sept 2023.</p>
Outcomes:	<ul style="list-style-type: none"> • Develop own international language skills and understanding of pedagogy for international Languages. • Develop confidence and expertise in the teaching and learning of International Languages leading to increased successful practice and improved provision.
Date:	N/A

PROFESSIONAL LEARNING DAYS FOR INTERNATIONAL LANGUAGES	
Suitable for:	Primary and Secondary Practitioners
Description:	<p>Termly Professional Learning Days for International Languages:</p> <p>Spring (w/c 22/01/2024): Teaching and Learning International Languages:</p> <ul style="list-style-type: none"> • Methodology - Creating Habits • Surface to Deep learning. • Planning the cultural dimension • Jennifer Wozniak (MFL expert and T & L Lead)



Description:	<p>Summer (TBC): International Languages Day (TBC)</p> <p>Second half of Summer Term: ‘Languages connect us’ day</p> <ul style="list-style-type: none"> • Exploring plurilingualism and translanguaging to develop collaboration across English, Welsh, and International Languages. • Guest speakers: Elin Arfon (IL Researcher, Cardiff), Ellie Bristow (English researcher, Cardiff), Cadi Sion (Welsh researcher, Bangor).
Outcomes:	<ul style="list-style-type: none"> • Develop a shared understanding of effective pedagogy for language teaching and learning through opportunities for practitioners to collaborate and engage in purposeful professional dialogue . • Increased knowledge and understanding of effective transition between sectors to enhance language learning and literacy skills.
Date:	26/01/2024, June/July & Second half of Summer Term

POWER LANGUAGE - UPSKILLING LANGUAGE COURSE: SPANISH AND FRENCH	
Suitable for:	Primary Practitioners
Description:	<p>Power Language on-line self-study language courses available for French and Spanish. These courses are accessible until July 2024.</p> <p>There will also be two live on-line sessions (the first in Sept 2023 and the second in Jan 2024).</p>
Outcomes:	<ul style="list-style-type: none"> • Develop own international language skills and strategies to embed International Languages effectively within the curriculum. • Increased quality of Teaching and Learning of International Languages leading to increased successful practice and improved provision.
Date:	N/A



RESEARCH AND EVALUATION (NUMERACY) - INCLUSIVE TEACHING OF EARLY NUMERACY (I-TEN)

Suitable for:	Primary Practitioners
Description:	<p>The Inclusive Teaching of Early Numeracy (i-TEN) in mainstream primary schools' programme is adapted from Mathematics Recovery (MR). MR is a comprehensive evidence-informed programme for teaching numeracy to younger learners struggling with early mathematics skills. In this project, we aim to work with schools to evaluate i-TEN with disadvantaged children in mainstream settings to provide an inclusive approach to early numeracy teaching and learning.</p> <p>The is a collaborative project between GwE and the University of Warwick which also contains a strong element of numeracy CPD for teachers as follows:</p> <ul style="list-style-type: none">• In the first phase, we will train staff in interested schools to use and evaluate the impact of the first three developmental stages for learners in Foundation Learning classes.• In the second phase, we are interested in working with schools to co-develop the lesson plans for the fourth and fifth developmental stage of MR in KS2 settings.• We will also work with Welsh language settings to help the research team to create bilingual MR programme materials. <p>The i-TEN and SAFMEDS projects will involve close collaboration with researchers and programme developers from Bangor University and the University of Warwick to train schools to use both interventions effectively.</p>
Outcomes:	<ul style="list-style-type: none">• Teachers and/or teaching assistants able to deliver the intervention with good levels of fidelity.• Teachers gain an improved understanding of teaching early numeracy skills.• Schools can access a full suite of support materials, including the new Welsh language materials.
Date:	Training in Spring term 2024

RESEARCH AND EVALUATION (NUMERACY) – SAFMEDS

Suitable for:	Primary Practitioners
Description:	<p>SAFMEDS (Say All Fast Minute Every Day Shuffled) is an evidence-based practice and assessment strategy. The approach focuses on regular practice and reviewing formative assessment data to maintain progress in learning. Previous research has shown that this simple strategy can improve pupils' numeracy fluency skills. In 2023-24 we are recruiting teaching staff to work with learners in Year 3 or Year 4 to receive SAFMEDS intervention.</p>



In this study, we will be evaluating the impact of in-school versus virtual support for the SAFMEDS strategy (on both accuracy of implementation and pupils' fluency outcomes). All resources are available in English and Welsh. Interested schools will be invited to attend a SAFMEDS training session at the beginning of the project. All training and materials will be provided FREE of charge.

To be eligible to take part in this project your school:

- Must be a mainstream primary school in the GwE region (your school can be a Welsh, English or bilingual setting).
- Will need to identify struggling learners in Year 3 or Year 4 who will benefit from the SAFMEDS strategy.
- Will need to identify a teacher or teaching assistant who can attend the training session in October 2023. This should be the same member of staff that will support the SAFMEDS sessions in school.

The i-TEN and SAFMEDS projects will involve close collaboration with researchers and Programme developers from Bangor University and the University of Warwick to train schools to use both interventions effectively.

Outcomes:	<ul style="list-style-type: none"> • Teachers and/or teaching assistants can deliver the intervention with good levels of fidelity. • Teachers gain an improved understanding of teaching early numeracy skills. • Schools can access full suite of support materials, including the new Welsh language materials.
Date:	Training in October 2023

MEETINGS OF SECONDARY HEADS OF MATHEMATICS

Suitable for:	Leaders/Secondary Middle Leaders
Description:	<p>Termly meetings in every Local Authority for Secondary Heads of Mathematics, with a regional meeting in the summer term 2024.</p> <p>Agenda to be set based on emerging local, regional and national priorities.</p>
General focus:	<ul style="list-style-type: none"> • Share updates on local, regional and national developments • Collaborate and share emerging practices • CfW.
Outcomes:	<ul style="list-style-type: none"> • Increased awareness of relevant emerging practices and ideas (including strategies and resources). • Increased understanding of key information and guidance from e.g. WJEC, Qualifications Wales and Estyn. • Developing awareness and understanding by collaborating and engaging in purposeful professional dialogue.



Date:	<p>Gwynedd: 19/10/2023, 11/03/2024 & June/July</p> <p>Anglesey: 11/10/2023, 07/03/2024 & June/July</p> <p>Conwy: 17/10/2023, 13/03/2024 & June/July</p> <p>Denbighshire: 16/10/2023, 12/03/2024 & June/July</p> <p>Flintshire: 18/10/2023, 15/03/2024 & June/July</p> <p>Wrexham: 12/10/2023, 08/03/2024 & June/July</p>
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MEETINGS OF SECONDARY NUMERACY LEADERS

Suitable for:	Secondary Middle Leaders	
Description:	Termly meetings in every Local Authority for Secondary Numeracy Leaders with a focus on developing a whole school numeracy strategy.	
Outcomes:	<ul style="list-style-type: none"> • Developing awareness of key national current messages, including key information for the online personalised assessments. • Developing knowledge of how to further refine a strategic plan for numeracy and access collaborative support for effective implementation. 	
Date:	<p>Gwynedd: 19/10/2023, 11/03/2024</p> <p>Anglesey: 11/10/2023, 07/03/2024</p> <p>Conwy: 17/10/2023, 13/03/2024</p>	<p>Denbighshire: 16/10/2023, 12/03/2024</p> <p>Flintshire: 18/10/2023, 15/03/2024</p> <p>Wrexham: 12/10/2023, 08/03/2024</p>

PRIMARY NUMERACY LEADERS' MEETING

Suitable for:	Primary Middle Leaders
Description:	<p>Termly meetings - Regional Primary Numeracy Leaders</p> <p>Agenda to be set based on emerging local, regional and national priorities.</p>
General focus:	<ul style="list-style-type: none"> • Sharing the '6-Step Strategy' for designing a Numeracy Strategy • Sharing updates on local, regional and national developments • Collaborating and sharing emerging practices. • CfW.
Outcomes:	<p>Develop awareness of key national current messages, including:</p> <ul style="list-style-type: none"> • Key information for the online personalised assessments. • Guidance on the '6-Step Strategy' for designing a Numeracy Strategy. • Develop knowledge of how to further refine a strategic plan for numeracy and access collaborative support for effective implementation.
Date:	November/December 2023, February/March 2024 & Summer Term 2024



TRAINING PROGRAMME FOR NON-SPECIALIST SECONDARY MATHEMATICS TEACHERS

Suitable for:	Non-specialist Secondary Mathematics/Numeracy Practitioners	
Description:	The course will be an opportunity to: <ul style="list-style-type: none"> • Reflect on creating effective and engaging environments for teaching mathematics. • Develop understanding of the principles of effective pedagogy in mathematics teaching. • Apply these principles on the classroom floor with practical strategies and resources. • Develop confidence and capacity with KS4 mathematics content - up to, and including, middle tier GCSE. 	
Outcomes:	<ul style="list-style-type: none"> • Increased confidence and ability in teaching mathematics using strategies and practical resources to successfully support learning. 	
Date:	Cohort 1: Session 1: 27/09/2023 Session 2: 13/10/2023 Session 3: 23/10/2023 Session 4: 22/11/2023 Session 5: 05/12/2023 Session 6: 28/02/2024	Cohort 2: Session 1: 28/09/2023 Session 2: 13/10/2023 Session 3: 23/10/2023 Session 4: 22/11/2023 Session 5: 06/12/2023 Session 6: 28/02/2024

EFFECTIVE USE OF MANIPULATIVES IN MATHEMATICS

Suitable for:	Primary/Secondary Practitioners	
Description:	Training to develop effective use of manipulatives to improve teaching and learning	
Outcomes:	<ul style="list-style-type: none"> • Developing understanding of effective pedagogy and trialling teaching and learning strategies from the workshop on the classroom floor. 	
Date:	8-11: Spring Term 2024	Secondary: Day 1 - 05/10/2023 Day 2 - Research in your school Day 3 - 23/02/2024



CRAIG BARTON'S EFFECTIVE TEACHING AND LEARNING STRATEGIES

Suitable for:	Practitioners from all sectors
Description:	Mathematics workshop focusing specifically on effective explanations, worked-out examples, use of assessing prior knowledge.
Outcomes:	<ul style="list-style-type: none"> • Developing understanding of effective pedagogy and trialling teaching and learning strategies from the workshop on the classroom floor.
Date:	01/02/2024

VIRTUAL WORKSHOPS - MATHEMATICS AND NUMERACY

Suitable for:	Practitioners from all sectors
Description:	A series of on-line workshops focusing on further developing effective pedagogy in Mathematics and Numeracy. These workshops will be run by guest speakers and practitioners within the region.
Outcomes:	<ul style="list-style-type: none"> • Developing understanding of effective pedagogy and trialling teaching and learning strategies from the workshop on the classroom floor. • Developing awareness of how to facilitate and sustain innovative classroom practice.
Date:	Termly

DEVELOPING RICH LEARNING OPPORTUNITIES AND LEARNER SKILLS THROUGH THE SCIENCE AND TECHNOLOGY AOLE

Suitable for:	Primary practitioners (8-11)
Description:	<p>The session will aim to share practical ideas on how to develop rich and valuable learning opportunities within the AoLE, looking at how we can integrate the four purposes within Science and Technology.</p> <p>During the session, we will focus on the following:</p> <ul style="list-style-type: none"> • Contemporary themes and contexts • Available resources to engage learners • Activities and enquiries to develop learners' scientific skills and understanding • Processes and methods to suit the curriculum • Exploring opportunities to integrate the cross-curricular skills to extend learning • Planning for progression within the AoLE.
Outcomes:	<ul style="list-style-type: none"> • Developing confidence in Science and Technology and awareness of the latest resources to support teaching and learning.



	<ul style="list-style-type: none"> • Developing increased awareness of rich learning experiences that develop learners' skills and understanding through contemporary themes and contexts. • Developing understanding of how to deliver purposeful opportunities for learners to apply cross-curricular skills within the AoLE to extend learning.
Date:	Professional development program that runs over 3 days. Cohort 1 to begin November 2023. If there is surplus interest, we will begin an extra cohort during February 2024.

DEVELOPING CROSS-CURRICULAR NUMERACY SKILLS	
Suitable for:	Primary practitioners
Description:	Regional Professional Learning Workshops - Developing learners' Numeracy skills and planning for progression across the Areas of Learning and Experience: <ul style="list-style-type: none"> • Health and Well-being • Humanities
Outcomes:	<ul style="list-style-type: none"> • Develop increased understanding of developing learners' numeracy skills across the AoLE. • Develop increased understanding of developing the competencies across the AoLE. • Develop understanding of planning and delivering stimulating and rich learning experiences, which are appropriately challenging in order to ensure learner progression.
Date:	8-11: Humanities/Numeracy - February/March 2024 8-11: Health & Well-being/Numeracy - Summer Term 2024

OFFER FOR CLUSTERS AT THE REQUEST OF THE LINK SUPPORTING IMPROVEMENT ADVISER	
Suitable for:	Clusters/Alliances
Description:	Tailored guidance may include: <ul style="list-style-type: none"> • Understanding of progression in the Mathematical proficiencies. • Understanding and planning progression across the learning continuum in Mathematics. • Numeracy across the curriculum.
Outcomes:	<ul style="list-style-type: none"> • Developing increased understanding of the Mathematics and Numeracy AoLE. • Developing awareness and understanding by collaborating and engaging in purposeful professional dialogue.
Date:	Continuous



SCIENCE AND TECHNOLOGY - PROFESSIONAL DEVELOPMENT PROGRAM	
Suitable for:	Primary practitioners (8-11)
Description:	<p>The session will aim to share practical ideas on how to develop rich and valuable learning opportunities within the AoLE, looking at how we can integrate the four purposes within Science and Technology.</p> <p>During the session, we will focus on the following:</p> <ul style="list-style-type: none"> • Contemporary themes and contexts • Available resources to engage learners • Activities and enquiries to develop learners’ scientific skills and understanding • Processes and methods to suit the curriculum • Exploring opportunities to integrate the cross-curricular skills to extend learning • Planning for progression within the AoLE.
Outcomes:	<ul style="list-style-type: none"> • Developing confidence in Science and Technology and awareness of the latest resources to support teaching and learning. • Developing increased awareness of rich learning experiences that develop learners’ skills and understanding through contemporary themes and contexts. • Developing understanding of how to deliver purposeful opportunities for learners to apply cross-curricular skills within the AoLE to extend learning.
Date:	<p>Cohort 1 to begin November 2023.</p> <p>Depending on interest, cohort 2 will run in February 2024</p>

SCIENCE & TECHNOLOGY NETWORK MEETINGS	
Suitable for:	Secondary Middle Leaders and Practitioners
Description:	<p>Termly regional network meetings and training to be provided for leaders and teachers of the Science and Technology AoLE with clear guidance on:</p> <ul style="list-style-type: none"> • curriculum design, • planning, • cross-curricular and integral skills, • cross-cutting themes, • assessment, • progression. <p>Regional Meetings to be held in December, March & June.</p>
Outcomes:	<ul style="list-style-type: none"> • Increased understanding of progression in learning within the Science and technology AoLE.



	<ul style="list-style-type: none"> Increased confidence to plan for and use formative assessment strategies within the Science & Technology curriculum.
Date:	November/December 2023, March 2024, June 2024

RESEARCH DRIVEN PROFESSIONAL LEARNING FOR SCIENCE & TECHNOLOGY TEACHERS

Suitable for:	Secondary Practitioners
Description:	<p>This conference will include guidance on effective teaching and learning within science and technology, with strong emphasis on pedagogy, challenge, differentiation, effective teaching, and action research.</p> <p>This will be delivered with external speakers – e.g. Mark Burns, Mike Gershon.</p>
Outcomes:	<ul style="list-style-type: none"> Increased confidence to plan for and select the most appropriate pedagogies to deliver different aspects of the curriculum. Increased understanding of effective use of differentiated challenge task planning and AfL formative assessment strategies to enhance pupils' learning.
Date:	Spring term 2024

SUPPORT FOR NON-SPECIALISTS TEACHING SCIENCE AND TECHNOLOGY

Suitable for:	Secondary Practitioners (non-specialists)
Description:	Bespoke support via teacher experts and GwE subject SIAs to individual classroom teachers and leaders where requested. This could include support for non-specialists to develop confidence and pedagogy in unfamiliar science and technology curriculum areas at GCSE and A Level.
Outcomes:	<ul style="list-style-type: none"> Increased confidence in teaching Science/Technology through practical strategies and resources.
Date:	Ongoing

COACHING & MENTORING – DEVELOPING MIDDLE LEADERS. TRAINING FOR ASPIRING HEADS OF SCIENCE

Suitable for:	Secondary Middle Leaders
Description:	Provide coaching and mentoring/professional learning and bespoke support and guidance for new or aspiring Heads of Science.
Outcomes:	<p>Increased confidence and understanding of:</p> <ul style="list-style-type: none"> Performance Management



	<ul style="list-style-type: none"> • Departmental Administration • Quality of Provision • Self-Evaluation & Improvement Planning.
Date:	Ongoing – as requested by schools or SIA's

SELF-EVALUATION & IMPROVEMENT PLANNING – SCIENCE AND TECHNOLOGY

Suitable for:	Secondary Middle Leaders
Description:	Support Science and Technology heads of department where requested, with their self-evaluation and improvement planning processes.
Outcomes:	<p>Increased confidence and understanding of Quality of Provision.</p> <ul style="list-style-type: none"> • Pupil Progress • Self-Evaluation & Improvement Planning • Improved understanding of effective self-evaluation and improvement planning processes.
Date:	Ongoing – as requested by schools or SIA's



DIGITAL LEADERSHIP

Suitable for:	Middle Leaders from all sectors
Description:	<p>The aim of this programme is to develop digital leaders' skills. The programme will enable middle leaders to develop their ability to:</p> <ul style="list-style-type: none">• plan strategically• co-construct a vision for their school provision• use self-review tools effectively to plan improvement• monitor, evaluate and review effectively• use pedagogic models to improve teaching and learning.
Outcomes:	<p>Develop digital leaders' skills to ensure:</p> <ul style="list-style-type: none">• Robust monitoring, evaluation and review processes with purposeful use of self-review tools• Robust strategic plans to improve the Area• Successful use of pedagogical models leading to improvement in learning.
Date:	Welsh medium: 28/11/2023 English medium: 29/11/2023

DIGITAL FACILITATOR PROGRAMME

Suitable for:	Clusters of schools
Description:	<p>As part of this programme, all clusters have nominated a digital facilitator to chair the cluster's digital learning working party. The working party consists of the digital lead from every school in the cluster, which will set a strategic direction to develop the area in schools. As part of the work, the cluster working party will identify the professional learning needs of the cluster and will produce an offer at a local level to develop these aspects.</p> <p>This year, the focus will be on developing specific growths points, e.g. pupils' standards, breadth of experiences, progression in skills, and all clusters will have a current plan to develop the specific growth point, as well as a plan for measuring the impact of action taken.</p>
Outcomes:	<ul style="list-style-type: none">• Increased opportunities to collaborate and learn about successful practice from other schools including effective communication and sharing messages within the cluster.• Developing awareness of planning approaches and effective monitoring, review and evaluation processes within the cluster.• Developing awareness of digital competency learning experiences to enhance learning.



	<ul style="list-style-type: none"> The local professional learning offer is designed by the cluster in response to local requirements and needs.
Date:	Arranged on a cluster basis by the schools

OVERVIEW OF DIGITAL COMPETENCE REQUIREMENTS - PROGRESSION PLANNING 1-3

Suitable for:	Middle Leaders and Primary Practitioners	
Description:	This session will focus on familiarising with the Digital Competence requirements of the Curriculum for Wales using software/apps available via Hwb and beyond. We will explore the skills students need to develop through progression steps 1 and 3.	
Outcomes:	<ul style="list-style-type: none"> Developing understanding of the requirements and progression associated with Digital Competence up to progression step 3. Developing understanding on how to plan regular opportunities for pupils to develop their Digital Competence skills at the appropriate level of challenge and within authentic and rich learning experiences. Developing awareness of the latest software/apps to develop Digital Competence skills. 	
Date:	Welsh medium: 18/10/2023 & 18/01/2024	English medium: 19/10/2023 & 19/01/2024

MODELLING - PROGRESSION PLANNING 1-3

Suitable for:	Middle Leaders and Primary Practitioners	
Description:	This session will focus on familiarising with the 'Modelling' requirements in the Curriculum for Wales using Hwb software. We will explore the skills students need to develop through progression steps 1 and 3.	
Outcomes:	<ul style="list-style-type: none"> Developing understanding of the requirements and progression associated with Modelling up to progression step 3. Developing understanding of how to plan regular opportunities for pupils to develop their Modelling skills at the appropriate level of challenge and within authentic and rich learning experiences. Developing awareness of the latest software/apps to develop Modelling skills. 	
Date:	Welsh medium: 06/12/2023	English medium: 08/12/2023

DATA HANDLING - PROGRESSION PLANNING 1-3		
Suitable for:	Middle Leaders and Primary Practitioners	
Description:	This session will focus on familiarising with the Data Handling requirements in the Curriculum for Wales using Hwb software. We will explore the skills students need to develop through progression steps 1 and 3.	
Outcomes:	<ul style="list-style-type: none"> • Developing understanding of the requirements and progression involved with Data Handling up to progression step 3. • Developing understanding of how to plan regular opportunities for pupils to develop their Data Handling skills at the appropriate level of challenge and within authentic and rich learning experiences. • Developing awareness of the latest software/apps to develop Data Handling skills. 	
Date:	Welsh medium: 14/11/2023	English medium: 16/11/2023

SECONDARY DIGITAL NETWORK			
Suitable for:	Secondary Middle Leaders/Leaders		
Description:	This network allows leaders to collaborate and support one another to maximise digital skills and access emerging successful practices across the region. There will be opportunity to identify the professional learning needs in our schools and to collaborate to develop these aspects.		
Outcomes:	<ul style="list-style-type: none"> • Develop increasing confidence to establish and implement a digital strategy to support digital skills across the school and prepare pupils for digital qualifications. • Developing awareness of, contributing to, and accessing good practice across the region to improve standards of digital learning. 		
Date:	Anglesey & Gwynedd: 17/10/2023	Conwy & Denbighshire: 18/10/2023	Flintshire & Wrexham: 19/10/2023

GOOGLE EDUCATORS CERTIFIED LEVEL 2 TRAINING	
Suitable for:	Practitioners from all sectors
Description:	This training is offered in partnership with the Welsh Government and gives practitioners the opportunity to gain accreditation as Google Level 2 educators. Gaining Google Educators Certified Level 2 provides you with advanced skills and knowledge to leverage Google tools effectively for educational purposes, enhance your teaching practices, and improve student learning outcomes.



Outcomes:	<p>By engaging with this Professional Learning, you will develop:</p> <ul style="list-style-type: none"> • Enhanced teaching skills and the ability to integrate technology effectively. • Improved efficiency in creating and organizing instructional materials. • Better collaboration and communication among students and colleagues. • Personal growth and a sense of accomplishment. • Advancement in career opportunities within the field of education. • Increased student engagement, motivation, and achievement. • Improved instructional practices based on data analysis. • Access to a professional network of educators and ongoing development resources. • Adaptability to evolving technology trends in education.
Date:	Spring Term

DIGITAL COMPETENCE AND DIGITAL SKILLS WITHIN THE LANGUAGE AND LITERACY AOLE (FOCUS ON PROGRESSION STEPS 2/3/4)

Suitable for:	Primary and Secondary Practitioners	
Description:	<p>Creating video is an effective and interesting way of presenting information to an audience and is a technique which can be used in any AoLE. During this training, we will focus on the following aspects:</p> <ul style="list-style-type: none"> • Planning processes • Animation techniques • Recording sound for effect • Film creating techniques • Identify opportunities to develop learners' oracy through film work • Evaluate productions to improve skills. 	
Outcomes:	<p>This Professional Learning will increase practitioners' understanding and knowledge of the following:</p> <ul style="list-style-type: none"> • Tasks that use film work as a method of presenting information. • Opportunities for learners to develop their oracy • High-quality productions allowing learners to extend their skills • Encouraging learners to make suitable decisions when planning, leading to higher standards • Creating film is a technique used effectively to communicate information across the curriculum. 	
Date:	Welsh medium: 09/11/2023	English medium: 09/11/2023

PROGRAMMING (ELEMENTARY AND INTERMEDIATE LEVEL)

Suitable for:	Practitioners from all sectors		
Description:	<p>Training for practitioners eager to integrate more challenging features in their programming activities. This will be a follow-up to the foundation level programming course and will focus on the following aspects:</p> <ul style="list-style-type: none"> • Conditionals • Variables • Using sensors to control outputs. <p>There will be opportunity to engage in numerous practical workshops to experience using the range of programming devices available to schools.</p>		
Outcomes:	<ul style="list-style-type: none"> • Developing increased confidence in programming to complete programming tasks and effective computational thinking in classroom. • Develop increased confidence to plan and conduct coding tasks. • Support to provide opportunities for learners to engage with the elements of computation within the Science and Technology AoLE. 		
Date:		Welsh medium:	English medium:
	<u>Intermediate Level - Cohort 1</u>	21/11/2023	22/11/2023
	<u>Intermediate Level - Cohort 2</u>	23/01/2024	25/01/2024
	<u>Elementary Level</u>	10/10/2023 & 30/01/2024	12/10/2023 & 01/02/2024

DIGITAL COMPETENCE IN LANGUAGE AND LITERACY (FOCUS ON PROGRESSION STEPS 3/4/5)

Suitable for:	Practitioners from all sectors
Description:	<p>Incorporating digital skills as a natural part of the Language and Literacy AoLE with a focus on progression within the Framework.</p> <p>This session aims to support middle leaders and classroom practitioners to naturally improve learners' digital skills in their area of learning, and how these apply to progression in the Framework.</p> <p>The session will include:</p> <ul style="list-style-type: none"> • Opportunities within the area of learning to embed digital skills as a natural part of the AoLE. • How to use the Hwb offer to its full potential to improve learners' digital experience.

	<ul style="list-style-type: none"> • Sharing good practice and opportunities to network with similar subject specialists. 	
Outcomes:	<p>This Professional Learning will increase practitioners' understanding and knowledge of the following aspects:</p> <ul style="list-style-type: none"> • Effective use of Adobe Express, Audacity and Scratch coding in Language and Literacy. • Rich digital tasks that strengthen subject knowledge. • Purposeful provision to develop digital skills effectively that can be adopted across the AoLE. 	
Date:	Welsh medium: 08/11/2023	English medium: 09/11/2023

DIGITAL COMPETENCE IN HEALTH AND WELLBEING (FOCUS ON PROGRESSION STEPS 3/4/5)

Suitable for:	Practitioners from all sectors	
Description:	<p>Incorporating digital skills as a natural part of the Health and Wellbeing AoLE with a focus on progression within the Framework.</p> <p>This session aims to support middle leaders and classroom practitioners to naturally improve learners' digital skills in their area of learning, and how these apply to progression in the Framework.</p> <p>The session will include:</p> <ul style="list-style-type: none"> • Opportunities within the area of learning to embed digital skills as a natural part of the AoLE. • How to use the Hwb offer to its full potential to improve learners' digital experience. • Sharing good practice and opportunities to network with similar subject specialists. 	
Outcomes:	<ul style="list-style-type: none"> • Effective use of Adobe Express, Audacity, data handling, modelling and Scratch coding in Health and Wellbeing. • Rich digital tasks that strengthen subject knowledge. • Purposeful provision to develop digital skills effectively that can be adopted across the AoLE 	
Date:	Welsh medium: 16/01/2024	English medium: 17/01/2024



DIGITAL COMPETENCE IN EXPRESSIVE ARTS (FOCUS ON PROGRESSION STEPS 3/4/5)			
Suitable for:	Practitioners from all sectors		
Description:	<p>Incorporating digital skills as a natural part of the Expressive Arts AoLE with a focus on progression within the Framework.</p> <p>This session aims to support middle leaders and classroom practitioners to naturally improve learners' digital skills in their area of learning, and how these apply to progression in the Framework.</p> <p>The session will include:</p> <ul style="list-style-type: none"> • Opportunities within the area of learning to embed digital skills as a natural part of the AoLE. • How to use the Hwb offer to its full potential to improve learners' digital experience. • Sharing good practice and opportunities to network with similar subject specialists. 		
Outcomes:	<ul style="list-style-type: none"> • Effective use of Scratch coding and creative software in Expressive Arts • Rich digital tasks that strengthen subject knowledge. • Purposeful provision to develop effective digital skills that can be adopted across the AoLE 		
Date:	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Welsh medium: 12/12/2023</td> <td style="width: 50%;">English medium: 13/12/2023</td> </tr> </table>	Welsh medium: 12/12/2023	English medium: 13/12/2023
Welsh medium: 12/12/2023	English medium: 13/12/2023		

DIGITAL COMPETENCE IN HUMANITIES (FOCUS ON PROGRESSION STEPS 3/4/5)	
Suitable for:	Practitioners from all sectors
Description:	<p>Incorporating digital skills as a natural part of the Humanities AoLE with a focus on progression within the Framework.</p> <p>This session aims to support middle leaders and classroom practitioners to naturally improve learners' digital skills in their area of learning, and how these apply to progression in the Framework.</p> <p>The session will include:</p> <ul style="list-style-type: none"> • Opportunities within the area of learning to embed digital skills as a natural part of the AoLE, • How to use the Hwb offer to its full potential to improve learners' digital experience. • Sharing good practice and opportunities to network with similar subject specialists.

Outcomes:	<ul style="list-style-type: none"> • Developing understanding of the tasks using research, data analysis and coding with sensors in the Humanities • Rich digital tasks that strengthen subject knowledge. • Purposeful provision to develop effective digital skills that can be adopted across the AoLE. 	
Date:	Welsh medium: 29/11/2023	English medium: 30/11/2023

360 DIGI

Suitable for:	Leaders from all sectors	
Description:	<p>This practical training session will help schools to start using the tool and be supported with elements of the mapping tool on the day and network with other practitioners to share good practice.</p> <p>360 digi Cymru is a bilingual self-review tool that supports the digital professional learning journey (DPLJ). It has been developed to help schools and settings evaluate how well they plan, apply and sustain digital learning as they progress along their digital learning journey.</p>	
Outcomes:	<ul style="list-style-type: none"> • Develop the confidence of leaders to begin or continue by obtaining support with the 360 Digi Cymru tool. • Developing awareness of national digital standards. • Support to plan, sustain and review improvement to ensure that digital standards are consistently high across the school. 	
Date:	Welsh medium: 03/10/2023	English medium: 05/10/2023

360 SAFE CYMRU

Suitable for:	Leaders from all sectors	
Description:	<p>This practical training session will help schools to start using the tool and be supported with elements of the mapping tool on the day and network with other practitioners to share good practice.</p> <p>360 Safe Cymru aims to help schools in Wales review their on-line safety policies and practices. During the review, you will work on every aspect of on-line safety. This will help you to collaborate, report back and develop.</p>	
Outcomes:	<ul style="list-style-type: none"> • Develop the confidence of leaders to begin or continue by obtaining support with the 360 Safe Cymru tool. • Develop purposeful understanding of what stage the school has reached with the self-review. 	

	<ul style="list-style-type: none"> • Develop a robust vision and direction in planning to gain and sustain the 360 Safe Cymru accreditation annually. 	
Date:	Welsh medium: 04/10/2023	English medium: 06/10/2023



3-16 PROGRESSION AND TRANSITION – SCHOOL LEADERS

Suitable for:	School leaders from all sectors
Description:	<p>Three regional professional learning sessions from October 2023 to develop the following aspects:</p> <ul style="list-style-type: none">• Developing a shared understanding of 3-16 progression and shared improvement plans under the curriculum for Wales.• Structures and systems to enable developing progression through collaboration, including GwE's role in facilitating the process: Within school; Across clusters; Beyond clusters; Across secondary, special schools and PRUs.• Improved understanding of the statutory requirements under the Curriculum for Wales.• Bespoke targeted Professional Learning for clusters who self-identify that they need further support in developing systems for a shared understanding of 3-16 progression. <p>Regional cross-sector sharing of successful practice and impact, including examples beyond and outside of education and planning for the next steps.</p>
Outcomes:	<ul style="list-style-type: none">• Improved understanding of statutory requirements under the curriculum for Wales.• Improved understanding of the requirements of developing a shared and collective understanding of progression including planning for progression, within and between schools.• Improved understanding of effective peer collaboration, consistency, and collective accountability of progress and standards across the concept of a 'middle school' at a variety of age ranges and levels.• Improved structures for cluster self-evaluation and shared improvement plans, linked to WG priorities including Schools Improvement Guidance, NR:EI, SLO and Estyn framework
Date:	20/10/2023, 26/10/2023, 10/11/2023

TRANSITION - MIDDLE LEADERS AND PRACTITIONERS

Suitable for:	Middle Leaders and Practitioners of all sectors
Description:	Targeted regional professional learning for middle leaders and practitioners on the role and impact of middle leadership on developing a shared understanding of progression from January 2024.
Outcomes:	<ul style="list-style-type: none">• Improved understanding of ways to support school and cluster shared improvement



	<ul style="list-style-type: none"> • Increased awareness of effective practice and how to adapt and implement in your own settings to ensure improved progression and consistent assessment of pupils across the 3 – 16 continuum. • Improved understanding of cross-cluster and beyond cluster requirements and impact of developing a shared understanding of 3-16 progression. • Developing the role of learners, parents and wider partnership engagement. • Practical arrangements – what do strong standards look like? What does an effective shared understanding of progression look like? • Planning for next steps including collaboration networks.
Date:	February 2024

TRANSITION – CLUSTERS	
Suitable for:	Clusters
Description:	Continued embedding of Pedagogy Transition project from September 2023. There will be opportunities to share and make use of successful practice by widening the project to include further clusters
Outcomes:	<ul style="list-style-type: none"> • Improved understanding of ways to support school and cluster shared improvement • Increased awareness of effective practice and how to adapt and implement in your own settings to ensure improved progression of pupils across 3 – 16 continuum.
Date:	Bespoke and on-going for all clusters. Pedagogy transition clusters (project participants) – half termly commencing 06/10/23

THE 3 PURPOSES OF ASSESSMENT IN THE CURRICULUM FOR WALES	
Suitable for:	Leaders / Middle Leaders / Primary School Clusters
Description:	Termly update training on the 3 Purposes of Assessment in the Curriculum for Wales for primary schools: <ul style="list-style-type: none"> • Supporting individual learners on an ongoing, day-to-day basis • Identifying, capturing, and reflecting on individual learner progress over time • Understanding group progress to reflect on practice.
Outcomes:	<ul style="list-style-type: none"> • An increased understanding of how to develop own effective assessment arrangements for learners including ‘On-entry’ assessments.



	<ul style="list-style-type: none">• An increased understanding of the importance of ensuring that processes are part of curriculum design, are indistinguishable from teaching and learning and support learner progression effectively.
Date:	10/10/2023, 11/10/2023, January 2024 & May 2024

FORMATIVE ASSESSMENT WORKSHOPS

Suitable for:	Secondary Senior and Middle Leaders
Description:	Refresher formative assessment workshops, to discuss the purposes of formative assessment and developing effective use of vehicles/approaches such as: Peer-assessment; Self-assessment; Learning intentions/success criteria; Next steps, feedback techniques; Pupil response to feedback.
Outcomes:	<ul style="list-style-type: none">• An increased understanding of effective use of Formative Assessment approaches to further learning.• An increased awareness of effective practice and how to adapt and implement in your own settings.
Date:	On request by clusters

MICHAEL CHILES CONFERENCE ON PURPOSES OF FEEDBACK

Suitable for:	School Leaders of all sectors
Description:	An opportunity to gain inspiration from a day immersed in a keynote speech and chances to explore what the purposes of feedback are, planning for feedback alongside pedagogy and progress and using the best tools for the planned outcome.
Outcomes:	<ul style="list-style-type: none">• An increased knowledge and understanding of effective use of feedback to improve teaching and learning.• An increased awareness of effective practice and how to adapt and implement in your own settings.
Date:	February 2024

FROM CURRICULUM DESIGN TO REPORTING TO PARENTS AND BACK AGAIN

Suitable for:	Secondary Headteachers
Description:	Workshops to refresh understanding and allow reflection on: <ul style="list-style-type: none">• the curriculum design process from the vision, strategic whole school design, planning for progression, assessment of progress and reporting, as a complete process.



Outcomes:	<ul style="list-style-type: none"> • Refresh thinking on the cyclical nature of planning for the new curriculum • Improved understanding of how each element connects to and informs the next element within the planning process, leading to a new curriculum that respond to its 4 purposes and secures better outcomes for learners.
Date:	27/11/2023 & 28/11/2023

ACTION RESEARCH – PURPOSE OF ASSESSMENT

Suitable for:	Secondary Middle Leaders
Description:	An opportunity to commission 6-8 secondary schools for an action research project on the purpose of assessment.
Outcomes:	<ul style="list-style-type: none"> • Increased knowledge and understanding of purpose of assessment to improve teaching and learning. • Heightened awareness of effective practice and how to adapt and implement in your own settings. • Contributing to developing practice in case studies to benefit practitioners across the region.
Date:	Schools will be offered to apply first half of Autumn term

WHAT DOES PROGRESSION LOOK LIKE FOR PUPILS IN SPECIALIST SETTINGS? (SPECIAL SCHOOLS, PRU'S & RESOURCE BASES)

Suitable for:	Special School Teachers, Resource Base Teachers, ALNCOs & Teaching Assistants
Description:	<p>Within this workshop practitioners will have the opportunity to learn and reflect on the principles of progression and how they can be utilised across specialist settings.</p> <p>The workshop will provide a forum for staff to reflect, share and develop ideas around what pupil progression within CFW looks like for pupils in their settings.</p>
Outcomes:	<ul style="list-style-type: none"> • Increased awareness and understanding of the principles of progression and their use in a specialist setting. • Practical resources and principles to share with practitioners in their settings.
Date:	22/11/2023

Teaching and Learning





NATIONAL CROSS-REGIONAL CURRICULUM FOR WALES NETWORKS	
Suitable for:	Middle Leaders and Practitioners from all sectors
Description:	<p>A specialist SIA from the region will collaborate to provide relevant PL to practitioners across Wales. These sessions will equip practitioners and leaders to realise the new Curriculum for Wales and share successful emerging practice across Wales.</p> <ul style="list-style-type: none"> • National sessions over MS Teams - one in the autumn term and one in the summer term • One 1.5-hour session for every AoLE, repeated on the same day • Morning session 10 - 11:30a.m. / After-school session - 3:45 – 5:15p.m.
Outcomes:	<ul style="list-style-type: none"> • A better understanding of how to realise the CfW effectively (within and across AoLE) • Accessing and contributing to the best emerging practice within the system across the region and Wales.
Date:	October/November 2023 & June/July 2024

ADVANCED SKILLS CHALLENGE CERTIFICATE NETWORK			
Suitable for:	Middle Leaders and Secondary Practitioners		
Description:	Virtual Advanced Skills Challenge Certificate Network meetings, once a term or as required. Opportunity to share successful emerging practices.		
Outcomes:	<ul style="list-style-type: none"> • Developing increasing understanding about the qualification. • Contributing towards professional dialogue across the region to access good practice and new ideas. 		
Date:	Autumn Term: November	Spring Term: March/as required	Summer Term: Junes/as required

TEACHING AND LEARNING LEADERS NETWORK (SECONDARY)	
Suitable for:	Teaching and Learning Leads (Secondary)
Description:	<p>A Teaching and Learning Network for Secondary T&L leads to ensure that best practices are being developed and to support each other to develop a consistent pedagogical approach. The Network will support best practices in all areas of teaching and learning. This includes:</p> <ul style="list-style-type: none"> • Effective questioning. • Challenge. • Differentiation.

	<p>4. Effective planning to ensure pupil progress.</p> <p>5. Metacognition.</p> <p>It will also concentrate on improving provision by encouraging T&L leads to discuss current pedagogical approaches and their impacts on standards and progression.</p>
<p>Outcomes:</p>	<p>Teaching and Learning Leads will have:</p> <ul style="list-style-type: none"> • a clear overview of quality of teaching and learning across their schools and specifically in relation to the impact of teaching on standards and pupil progress. • attended relevant professional learning training delivered via universal GwE offer or commissioned bespoke and targeted support. • Teaching and Learning Leads will be equipped with examples of best practices which will be implemented strategically. • Increased number of practitioners collaborating and engaging in purposeful professional dialogue across LAs.
<p>Date:</p>	<p>21/09/2023, 17/11/2023, March 2024 & May 2024</p>



NATIONAL PROFESSIONAL ENQUIRY PROJECT (NPEP)	
Suitable for:	Middle Leaders and Practitioners from all sectors
Description:	<p>Since 2018, GwE and our research partners in Bangor University and Wrexham Glyndwr University have worked with teachers in over 40 GwE schools to improve their enquiry skills to answer questions related to school provision. We have a network of lead and partner schools who are guided by academic research staff through a mixture of online group meetings and email/phone support as required. NPEP also has a repository of core guidance materials available to participating schools, and schools have considerable freedom to identify the relevant enquiry focus.</p> <p>We now have funding from Welsh Government to expand the number of partner schools in North Wales. Funding is available for NPEP schools to help teachers undertake NPEP work.</p>
Outcomes:	<ul style="list-style-type: none">• Improve teachers' ability to carry out good quality enquiry work.• Support teachers and schools to undertake good quality evaluations to help improve school provision.• Promote a culture of teacher enquiry within a more evidence-informed culture.
Date:	Half termly from September 2023



TEACHING AND LEARNING NETWORKS	
Suitable for:	All secondary Leaders and Practitioners
Description:	<p>Network to support best practices in all areas of teaching and learning.</p> <p>This includes:</p> <ul style="list-style-type: none">• Effective questioning.• Challenge.• Differentiation.• Effective planning to ensure pupil progress.• Metacognition.
Outcomes:	<ul style="list-style-type: none">• Leaders and Practitioners at all levels will be equipped with examples of best practices which will be implemented strategically.• Leaders and Practitioners at all levels will be equipped with examples of best practices which will develop their understanding of how to ensure effective pupil progress.• Increased number of Leaders and Practitioners collaborating and engaging in purposeful professional dialogue within and across schools
Date:	21/09/2023, 17/11/2023, March 2024 & May 2024

CURRICULUM APPROACHES, PROGRESSION AND PEDAGOGIC SKILLS	
Suitable for:	Primary and Secondary Middle Leaders
Description:	<p>Develop High Quality Teaching and Learning by supporting and developing practitioners' understanding of curriculum approaches, progression, and pedagogic skills.</p> <p>Sessions to consider the following:</p> <ul style="list-style-type: none">• Moving towards a purpose-focused curriculum• How does the NEIA inform future improvements?• Evidence informed teaching and learning strategies• How do we plan for progression through the right pedagogy at the right stage in learning?
Outcomes:	<ul style="list-style-type: none">• Support leaders to link curriculum, progression and pedagogy successfully• Develop an increased understanding of an effective purpose-led curriculum• Develop understanding of the skills needed to plan for progression through best fit pedagogies at the appropriate stage in learning .• Support Leaders to evaluate their own pedagogical strategies and ensure research/evidence informed practices are developed.



Date:	Welsh medium 28/11/2023, English medium 27/11/2023, March 2024 & Summer term 2024
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MORE ABLE AND TALENTED NATIONAL WEBINARS

Suitable for:	Middle Leaders/Practitioners in all sectors
Description:	<p>A series of national webinars and follow-up regional network meetings, exploring pedagogical issues through the lens of increasing challenge and the needs of MAT learners, such as:</p> <ul style="list-style-type: none">• Differentiation• Metacognition• Peer-assessment• Self-assessment
Outcomes:	<p>Develop knowledge of the best of current thinking on education and pedagogy in particular, focussing on practical approaches to increasing challenge and improving accessibility to learning for all.</p> <p>Develop knowledge and understanding on the following aspects:</p> <ul style="list-style-type: none">• Raising learner aspiration• Supporting teachers in planning for increased challenge in learning, e.g. through work on pre-assessment and destination planning techniques.• Making learning accessible for all• Developing a deeper understanding of how to develop learners' curiosity and independence as learners.
Date:	10/11/2023, 21/02/2024, 22/03/2024 & 14/05/2024

ACTION-RESEARCH – MAT STRATEGIES

Suitable for:	Clusters
Description:	<p>Invite schools to apply for an action-research opportunity.</p> <p>Commission up to 12 schools to conduct collaborative research/action research to share across the region regarding strategies to:</p> <ul style="list-style-type: none">• Raise learner aspiration• Support teachers in planning for increased challenge in learning, e.g. through work on pre-assessment and destination planning techniques.• Make learning accessible for all• Develop a deeper understanding of how to develop learners' curiosity and independence as learners.
Outcomes:	<ul style="list-style-type: none">• Through collaborative work, develop and share good practice in the focus-areas, for other schools to benefit from in addressing opportunities to develop ambitious learners.
Date:	First half of Autumn term



DEVELOP READING STRATEGIES	
Suitable for:	Middle Leaders and Practitioners (3 to 8) including Special Schools
Description:	Training with Neil Griffiths on 'Developing Reading Strategies and fostering love of reading'. Suitable for 3-8 practitioners and Primary Language and Literacy Co-ordinators
Outcomes:	<ul style="list-style-type: none">• Practitioners will have a deeper understanding of how to use effective strategies to develop reading skills and love of reading.• Develop knowledge and understanding of how to plan and deliver regular opportunities for pupils to develop their reading skills within the areas of provision and across the curriculum.• Develop knowledge and understanding of how to support pupils to improve their reading and comprehension skills.
Date:	13/11/2023, 14/11/2023, 15/11/2023 & 16/11/2023

MATHEMATICS AND NUMERACY WORKSHOP	
Suitable for:	SLT, Teachers and Teaching Assistants pupils aged 3 – 8 years old, Maths and Numeracy Leaders and Special School
Description:	Developing a Deep Understanding of the Five Proficiencies for Mathematics and Numeracy.
Outcomes:	<ul style="list-style-type: none">• Developing conceptual understanding of number through a range of pedagogic approaches• Creating meaningful mathematical challenges within provision• Developing routines to develop mathematical reasoning and problem-solving
Date(s):	11/04/2024 – Conwy Business Centre 12/04/2024 – Holiday Inn Chester West A55 18/04/2024 – Clwb Pêl-droed Porthmadog 19/04/2024 – Gwesty Carreg Bran, Llanfairpwll



DEVELOPING CROSS-CURRICULAR AND INTEGRAL SKILLS THROUGH HUMANITIES	
Suitable for:	Middle Leaders and Practitioners (3 to 8) including Special Schools
Description:	<p>Workshop for practitioners who teach 3 – 8-year-old learners. Developing Cross-Curricular and Integral Skills through Humanities.</p> <p>Sharing ideas on how to:</p> <ul style="list-style-type: none"> • Plan opportunities for pupils to develop their cross-curricular skills, creative and critical thinking skills through the Humanities AoLE. • Promote pupils’ independent learning through authentic and purposeful learning experiences. <p>Training for teachers will be over 2 sessions and there will be an expectation to attend both sessions.</p>
Outcomes:	<ul style="list-style-type: none"> • Develop an increased understanding of the progression within the ‘What Matters Statements’ and the considerations specific to this AoLE. • Develop an increased understanding of the Developmental Pathways leading up to Progression Step 1 within Humanities. • Develop an increased understanding of how to plan and deliver rich learning experiences within a developmentally appropriate pedagogy. • Support an increased number of practitioners to successfully collaborate and engage in professional dialogue. • Develop knowledge and understanding on offering improved opportunities for pupils to apply their cross curricular and integral skills through humanities.
Date:	January 2024 & April 2024

TERMLY 3-8 NETWORK	
Suitable for:	Primary and Special School Leaders, Middle Leaders, Practitioners (including Assistants)
Description:	<p>Termly 3-8 Network. There will be opportunity to:</p> <ul style="list-style-type: none"> • Discuss local, regional and national matters in relation to the 3-8 age range • Share 'case studies' based on the meeting focus • Share information and resources within the GwE Support Centre and GwE Google Classroom 3-8.
Outcomes:	<ul style="list-style-type: none"> • Develop awareness of the latest local, regional and national matters • Ensure access to good practice and develop the practice of sharing amongst practitioners.
Date:	November 2023, March 2024 & June 2024



POST-16 ANNUAL CONFERENCE	
Suitable for:	Secondary Middle Leaders and School Leaders
Description:	<p>An annual conference whereby regional post-16 Leaders can obtain up-to-date training to support them in their work, share and access successful practice and network.</p> <p>Conference programme to be determined.</p>
Outcomes:	<ul style="list-style-type: none"> • Develop opportunities to network and share successful practice • Develop awareness and knowledge to lead successfully in the Area and access relevant training.
Date:	March 2024

MIDDLE LEADERSHIP TRAINING PROGRAMME - POST-16	
Suitable for:	Secondary Middle Leaders
Description:	<p>The Post-16 Leadership Development Programme is aimed at aspiring and current post-16 leaders and has been designed to allow colleagues the opportunity to develop their knowledge and skills to embrace the challenges of post-16 leadership.</p> <p>The programme is integral to the work of the Welsh Education Consortia in the delivery of the national offer for professional learning.</p> <p>The following topics are covered in the programme:</p> <ul style="list-style-type: none"> • Understanding the strategic and operational roles of post-16 leadership • Effective Self-evaluation and Improvement Planning • Intervention planning and wellbeing for learners • Developing external partnerships for effective practice and provision • Providing high-quality comprehensive advice and guidance to support learner transition, aspirations and destinations. <p>The programme will be delivered using a blended approach by regional post-16 specialist colleagues and current experienced post-16 leaders</p>
Outcomes:	Develop opportunities for post-16 leaders to access training and support to develop a full understanding of their role.
Date:	October 2023 - March 2024

POST-16 NETWORKS	
Suitable for:	Secondary Practitioners and Middle Leaders
Description:	There will be opportunity to join Network meetings for Post-16 Leaders and Teachers. The Networks will meet on a termly basis and will serve as an opportunity to discuss the following subjects: Business, History, Geography, BAC, Psychology, Sociology.
Outcomes:	<ul style="list-style-type: none"> • Develop opportunities to network and share successful practice • Develop awareness and knowledge of the Area and access relevant training.
Date:	Subject networks meet every second half of each term.



ACCREDITED ITE - ALN PATHWAYS	
Suitable for:	School Leaders of all sectors
Description:	A series of Professional learning and consultation workshops for stakeholders in developing ALN pathways for accredited ITE, including year-long work-based programmes.
Outcomes:	<ul style="list-style-type: none">• Develop knowledge and understanding of ALN in ITE through sharing and reflecting on regional successful practice in supporting students.• Successful practice will inform programme development for new ALN pathways in ITE so that students on the programmes will have bespoke ALN provision.
Date:	Ongoing from October 2023 for project schools

SUPPORT FOR SCHOOL BASED MENTORS	
Suitable for:	Middle Leaders from all sectors
Description:	School based mentors will be offered targeted regional professional learning to meet their needs in supporting students with their ITE.
Outcomes:	<ul style="list-style-type: none">• Develop increased understanding and knowledge of the role by upskilling mentors in ways to support students in school.• Develop understanding and practice to support improved progression of students throughout the programmes.
Date:	N/A

SUPPORT FOR SCHOOL BASED MENTORS	
Suitable for:	Middle Leaders from all sectors
Description:	School based mentors will be offered targeted regional professional learning to meet their needs in supporting students with their ITE.
Outcomes:	<ul style="list-style-type: none">• Develop increased understanding and knowledge of the role by upskilling mentors in ways to support students in school.• Develop understanding and practice to support improved progression of students throughout the programmes.
Date:	N/A




SESSIONS FOR ITE STUDENTS	
Suitable for:	Associate teachers from all sectors
Description:	GwE staff will provide students with universal sessions which respond to current targeted themes such as ALN, Curriculum for Wales, Assessment for Learning, digital skills.
Outcomes:	<ul style="list-style-type: none"> • Develop increased understanding and knowledge of current themes ensuring students are upskilled based on Regional/National focus of Professional Learning. • Support students to make improved progression throughout the programmes.
Date:	Ongoing from September 2023

PROFESSIONAL LEARNING OFFER FOR NQTS	
Suitable for:	NQTs/ Early Career teachers from all sectors
Description:	NQTs will be able to engage with a National and Regional Professional Learning offer to support them as they start on their careers. GwE have also developed bespoke regional provision which is available to early career teachers as well as NQTs.
Outcomes:	<ul style="list-style-type: none"> • Develop increased understanding and knowledge of current themes ensuring NQTs/Early Career teachers are upskilled based on Regional/National focus of Professional Learning. • Support NQTs/Early Career teachers to make improved progression leading to improved retention of practitioners within education. • Develop increased understanding and knowledge of developmental support through the Professional Learning pathway and Leadership Programmes.
Date:	Ongoing from September 2023 and January 2024

Leadership





MIDDLE LEADERSHIP DEVELOPMENT PROGRAMME																				
Suitable for:	Middle leaders who have areas of responsibility and/or line management of staff																			
Description:	<p>This national programme is delivered by the regional consortia.</p> <p>The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community. It consists of core modules:</p> <p>Module 1: What is effective Middle Leadership in the current context? – to include standards, National Mission, Schools as Learning Organisations</p> <p>Module 2: Leading Pedagogy, delivering effective teaching and learning</p> <p>Module 3: Management; strategies, structures and systems</p> <p>Module 4: Achieving more through effective collaboration</p> <p>Module 5: Evaluation and Impact</p> <p>Each participant will undertake a Leadership Experience Task, utilising the most recent research findings in developing their leadership skills.</p> <p>Participants will also be assigned a school-based mentor and there will be peer network sessions that will lead to sharing of ideas, peer support and collective problem solving, providing the opportunity to learn from others.</p>																			
Outcomes:	<p>Participants will:</p> <ul style="list-style-type: none"> • develop understanding of the role • further develop their understanding of the national reform agenda • develop their practice within the formal leadership standards • prepare for effective engagement with bespoke elements of specialised knowledge and skills: AoLEs, ALN, Welsh, Faith schools, small schools etc. 																			
Date:	<p>Virtual briefing session:  30/11/2023</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Welsh medium:</th> <th style="width: 33%;">English medium: Cohort 1</th> <th style="width: 33%;">English medium: Cohort 2</th> </tr> </thead> <tbody> <tr> <td>Module 1: 25/01/2024</td> <td>Module 1: 17/01/2024</td> <td>Module 1: 18/01/2024</td> </tr> <tr> <td>Module 2: 13/03/2024</td> <td>Module 2: 06/03/2024</td> <td>Module 2: 07/03/2024</td> </tr> <tr> <td>Module 3: 02/05/2024</td> <td>Module 3: 24/04/2024</td> <td>Module 3: 25/04/2024</td> </tr> <tr> <td>Module 4: 19/06/2024</td> <td>Module 4: 12/06/2024</td> <td>Module 4: 13/06/2024</td> </tr> <tr> <td></td> <td></td> <td>Module 5: 14/11/2024</td> </tr> </tbody> </table>		Welsh medium:	English medium: Cohort 1	English medium: Cohort 2	Module 1: 25/01/2024	Module 1: 17/01/2024	Module 1: 18/01/2024	Module 2: 13/03/2024	Module 2: 06/03/2024	Module 2: 07/03/2024	Module 3: 02/05/2024	Module 3: 24/04/2024	Module 3: 25/04/2024	Module 4: 19/06/2024	Module 4: 12/06/2024	Module 4: 13/06/2024			Module 5: 14/11/2024
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SENIOR LEADERS' DEVELOPMENT PROGRAMME																										
Suitable for:	Practitioners who have overall responsibility for an aspect of leadership across an establishment. This includes senior curriculum/pastoral leaders and members of a senior leadership team, such as assistants or deputy headteachers.																									
Description:	<p>This national programme is co-ordinated by the regional consortia.</p> <p>Moving from middle leadership to senior leadership requires a shift to whole school thinking, the skills to manage complex teams and competing priorities whilst ensuring you keep learners at the centre of everything you do.</p> <p>The core modules consist of:</p> <p>Module 1: Values and Dispositions, Self-Reflection Module 2: Working with Others Module 3: Coaching and Mentoring Module 4: Pedagogy Module 5: Collaboration</p> <p>The delivery of the Programme includes mentoring, peer support networks and an individual Leadership Standards Self-Review.</p> <p>Each participant will undertake a Leadership Experience Task utilising the most recent research findings in developing their leadership skills.</p> <p>Participants will also be assigned a Leadership Coach who will support the participants and facilitate the peer support network. Participants will engage with peer network sessions that will lead to sharing of ideas, peer support and collective problem solving, providing the opportunity to learn from others across the system.</p>																									
Outcomes:	<p>Participants will:</p> <ul style="list-style-type: none"> • further develop their understanding of the role of senior leader • develop the knowledge and skills an effective senior leader should know • have opportunity to develop the leadership behaviours required for an effective senior leader • further develop their understanding of the national reform agenda • develop their practice within the formal leadership standards 																									
Date:	<p>Virtual briefing session: 29/11/2023</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Welsh medium:</th> <th style="width: 33%; padding: 5px;">English medium: Primary</th> <th style="width: 33%; padding: 5px;">English medium: Secondary</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Module 1: 07/02/2024</td> <td style="padding: 5px;">Module 1: 31/01/2024</td> <td style="padding: 5px;">Module 1: 01/02/2024</td> </tr> <tr> <td style="padding: 5px;">Module 2: 20/03/2024</td> <td style="padding: 5px;">Module 2: 21/03/2024</td> <td style="padding: 5px;">Module 2: 19/03/2024</td> </tr> <tr> <td style="padding: 5px;">Module 3: 16/05/2024</td> <td style="padding: 5px;">Module 3: 08/05/2024</td> <td style="padding: 5px;">Module 3: 09/05/2024</td> </tr> <tr> <td style="padding: 5px;">Module 4: 03/07/2024</td> <td style="padding: 5px;">Module 4: 27/06/2024</td> <td style="padding: 5px;">Module 4: 26/06/2024</td> </tr> <tr> <td style="padding: 5px;">Module 5 Session 1: 02/10/2024</td> <td style="padding: 5px;">Module 5 Session 1: *25/09/2024</td> <td style="padding: 5px;">Module 5 Session 1: *26/09/2024</td> </tr> <tr> <td style="padding: 5px;">Module 5 Session 2: 21/11/2024</td> <td style="padding: 5px;">Module 5 Session 2: 21/11/2024</td> <td style="padding: 5px;">Module 5 Session 2: 21/11/2024</td> </tr> <tr> <td></td> <td style="text-align: right; padding: 5px;">*Virtual</td> <td style="text-align: right; padding: 5px;">*Virtual</td> </tr> </tbody> </table>		Welsh medium:	English medium: Primary	English medium: Secondary	Module 1: 07/02/2024	Module 1: 31/01/2024	Module 1: 01/02/2024	Module 2: 20/03/2024	Module 2: 21/03/2024	Module 2: 19/03/2024	Module 3: 16/05/2024	Module 3: 08/05/2024	Module 3: 09/05/2024	Module 4: 03/07/2024	Module 4: 27/06/2024	Module 4: 26/06/2024	Module 5 Session 1: 02/10/2024	Module 5 Session 1: *25/09/2024	Module 5 Session 1: *26/09/2024	Module 5 Session 2: 21/11/2024	Module 5 Session 2: 21/11/2024	Module 5 Session 2: 21/11/2024		*Virtual	*Virtual
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NEWLY APPOINTED AND ACTING HEADTEACHERS DEVELOPMENT PROGRAMME		
Suitable for:	All Newly Appointed and Acting Headteachers across Wales will be invited to take part in this Programme, with access to the Programme from the first September in post. [Acting Headteachers are eligible if they are expected to be in post for at least two terms].	
Description:	<p>This Programme is delivered by the Regional Consortia and their partners.</p> <p>The key aspects of the Programme are:</p> <ul style="list-style-type: none"> • It subscribes in its design to the Regional Professional Learning Model • The content is based on the Professional Standards for Teaching and Leadership, Developing Schools in Wales as Learning Organisations and Education in Wales: Our National Mission. • The duration of the programme and sequencing of learning activities is consistent across Wales. • There are common expectations about the progress that will be made by participants and how this will impact on their leadership practice. <p>The Programme takes place over a two-year period and requires a commitment of the equivalent of eight days during this time. Formal accreditation is available, and participants can opt for this.</p>	
Outcomes:	<p>The Programme provides a common entitlement, with a degree of flexibility, to meet the specific needs and contexts of colleagues in different settings and geographical areas. It is designed to ensure that, wherever you are as a new Headteacher in Wales, you have access to the same high quality professional learning as your colleagues.</p> <p>The programme has been designed to support New Headteachers to obtain the information they need to work effectively on a local basis along with providing individual development focusing on the knowledge and skills required to become a successful Headteacher.</p>	
Date:	<p>Cohort 5: 2022-2024</p> <p>Cohort 6: 2023-2025</p> <p>National virtual briefing sessions:</p> <p> Welsh medium: 08/11/2023</p> <p>Module 1: 22/11/2023</p> <p>Module 2: 17/01/2024</p> <p>Module 3: 11/03/2024 [TBC]</p> <p>Module 4: 20/05/2024 [TBC]</p> <p>Regional: Module 1 & 2: 06/12/2023</p>	<p>Regional: Module 5 - 20/05/2024</p> <p> English medium: 09/11/2023</p> <p>Regional: Module 3 & 4: 18/04/2024</p>



EXPERIENCED HEADTEACHERS DEVELOPMENT PROGRAMME

Suitable for:	This programme is for experienced headteachers who wish to further develop their existing practice.
Description:	<p>This national Programme is co-ordinated by the regional consortia.</p> <p>The Programme has been created to enable experienced headteachers to reflect on their current performance and determine their next steps in ensuring effective leadership.</p> <p>The Programme will provide each participant with personally tailored challenges and support; time to discuss ideas, theories and leadership tools; and the opportunity to benefit from, and to help others successfully fill the role.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Reflect on their own leadership style and how their leadership impacts on others • Reflect on a range of leadership styles • Understand the theory of change and how this affects their leadership on the transformational reform journey. • Collaborate with others to lead their schools effectively and to impact positively on leadership across Wales. • Embed a culture and practice of appropriate innovation across and beyond their school.
Outcomes:	Promoting highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community.
Date:	TBC



NATIONAL INDUCTION PROGRAMME FOR NEW TEACHING ASSISTANTS (DIGITAL)

Suitable for:	Newly appointed Teaching Assistants
Description:	<p>This national programme is delivered on a digital platform and can be completed at a time convenient to the Teaching Assistants and their setting.</p> <p>The Modules explore:</p> <ul style="list-style-type: none">• The Welsh Education Context – my responsibilities as a professional in Welsh education• Professional Standards for Assisting Teaching• The Curriculum for Wales and supporting frameworks• Pedagogy, developing my craft to support learners.
Outcomes:	Individuals will develop the knowledge and skills required to become successful TAs in their setting.
Date:	Continuous digital resource

NATIONAL PROGRAMME FOR PRACTISING TEACHING ASSISTANTS

Suitable for:	Teaching Assistants who have been in post for two years or more and who would welcome an update on the changing context of the profession.
Description:	<p>This national programme is delivered regionally by GwE through school clusters and covers:</p> <ul style="list-style-type: none">• Professional Standards for Assisting Teaching• the role of a Teaching Assistant and how to develop professionally• how policies and frameworks impact the Teaching Assistant's role• changes in Education and how they are relevant in TAs' own settings• establishing and improving professional Networks and collaboration among Teaching Assistants within and between schools.
Outcomes:	Teaching Assistants will have information on the professional standards, current relevant strategies to support their practices and a range of ideas and strategies to inspire professionalism back in school.
Date:	Continuous



NATIONAL ASPIRING HLTA DEVELOPMENT PROGRAMME																																																	
Suitable for:	Experienced Teaching Assistants who wish to further develop their skills and identify their readiness for HLTA assessment.																																																
Description:	<p>This is a national programme co-ordinated by regional consortia, utilising a range of delivery partners, in collaboration with Local Authorities.</p> <p>It is a 4-module programme delivered over two terms and examines the professional standards in depth. The programme explores the crucial role of TAs in supporting pupils and schools in achieving the objectives of the National Mission, Schools as Learning Organisations and development of the new Curriculum.</p>																																																
Outcomes:	Upon successful completion of this programme, TAs are in a very strong position to identify their readiness for HLTA assessment.																																																
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PROGRAM FOR OUTSTANDING TEACHING ASSISTANTS	
Suitable for:	Teaching Assistants who are exceptional in their work, or have the potential to be exceptional.
Description:	<p>This program is provided regionally by GwE and includes:</p> <ul style="list-style-type: none"> • Understanding what an exceptional teaching assistant is • Key definitions and looking at strengths and areas for development • New messages about discrimination • Create and lead a project in the school • What is effective questioning • Planning, implementation and evaluation



Outcomes:	<ul style="list-style-type: none"> • Teaching Assistants sharing ideas and strategies to help them move the school forward. • The practitioners will gain confidence in being able to voice their opinions and ideas and feel that they could lead their own development with an emphasis on facilitating the learning experience for pupils. • Main stream assistants have been upskilled in various specialist areas in order to enrich their day to day practice.
Date:	<p>Cohort 1: 5 half-day sessions during the Autumn Term 2023</p> <p>Cohort 2: 5 half-day sessions during Spring Term 2024</p>

DYSLEXIA ACCREDITED PRACTITIONER STATUS TRAINING

[in collaboration with the Miles Dyslexia Centre, Bangor University]

Suitable for:	Teaching Assistants or HTLA who wish to familiarize themselves with methods of teaching dyslexic learners, and train in order to receive Accredited Dyslexia Practitioner Status.
Description:	<p>This program is provided by the Miles Dyslexia Centre, Bangor University and includes:</p> <ul style="list-style-type: none"> • Familiarize students with methods of teaching dyslexic learners, and present the principles that underpin these methods. • Theories about dyslexia are discussed - the nature of the difficulty and its causes, and difficulties related to language and learning, including mathematics, are discussed. • The module includes compulsory practical teaching and assessment work which links in different ways to the course seminars and provides the main material for the assignments. • The aim of the module is to teach and enable course members to assess and identify a particular pupil's difficulties in reading, spelling and handwriting and to draw up suitable programs for interventions. • Ingenuity and originality in teaching methods are encouraged, especially when using games and visual material to aid further learning. • The training will take place over two terms and will include 40 hours of study over six half days of training per term, ending with one full day of training at the end of the second term.
Outcomes:	<ul style="list-style-type: none"> • Following an assessment, it can lead to Accredited Dyslexia practitioner status • Assistants qualified as Dyslexia Specialist Teachers. • Main stream assistants upskilled in a specialist area
Date:	Training will begin during the 2023 Autumn Term and finish Easter 2024.



HLTA DEVELOPMENT DAY	
Suitable for:	Higher Level Teaching Assistants who have received Welsh Government HLTA status
Description:	<p>The HLTA Development Day is provided Nationally, and includes:</p> <ul style="list-style-type: none"> • An opportunity to hear about the region's best practices in education led by HLTA • Get inspiration, and be ready to implement the best practices after this professional day • Guest speaker – Mr P. ICT • Create and improve networks and professional collaboration among teaching assistants, within schools, and between schools
Outcomes:	<ul style="list-style-type: none"> • Exhibitions give HLTA the opportunity to receive further professional development by sharing good practices. • Higher Level Teaching Assistants with knowledge of current relevant strategies to support their practices and a range of ideas and strategies to inspire professionalism back in the school. • Increase the confidence and status of the workforce through professional development which leads to opportunities to further develop their career.
Date:	11/03/2024

NETWORK FOR TEACHING ASSISTANTS AND HLTA	
Suitable for:	Teaching Assistants and Higher Level Teaching Assistants across the region.
Description:	<p>This regional network is provided by GwE virtually, and covers:</p> <ul style="list-style-type: none"> • Professional Standards for Teaching Assistants • Use the Professional Standards in order to develop professionally • An opportunity for assistants and HLTA to share effective practices • An opportunity to share current issues in the world of education • Create and improve networks and professional collaboration among Teaching Assistants
Outcomes:	<ul style="list-style-type: none"> • Sharing expertise across the region. • Get inspiration, and be ready to implement the effective practices. • Receive information about current issues in the world of education.
Date:	Virtually during second half of each term



COACHING AND MENTORING

COACHING AND MENTORING PROGRAMME

Suitable for:	Headteachers and/or SLT looking at further developing Coaching and Mentoring skills.
Description:	This national Programme consists of six weekly 3-hour sessions. It includes interactive workshops with plenty of time for discussion in breakout rooms and some roleplay to develop understanding.
Outcomes:	The Programme will equip attendees with strategies and models to support effective motivation and mentoring as motivation is embedded within the organisation.
Date:	TBC



SCHOOLS AS LEARNING ORGANISATIONS

SCHOOLS AS LEARNING ORGANISATIONS - WORKSHOPS

Suitable for:	School Leaders and Middle Leaders from all sectors			
Description:	A series of workshops to further raise awareness of Schools as Learning Organisations and share effective practice.			
Outcomes:	<ul style="list-style-type: none"> • Develop a deeper understanding of the principles of SLO in leading change. • Develop knowledge and understanding from effective practitioners on how they've adopted the SLO model in their school. • All leaders who've attended the workshops to have completed the SLO survey. • All leaders who've attended the workshop can reflect on the findings of the SLO survey within their own setting and plan accordingly. 			
Date:	Gwynedd:	25/10/2023	Conwy:	08/11/2023
	Denbighshire:	10/11/2023	Wrexham:	24/10/2023
	Flintshire:	07/11/2023	Flintshire & Wrexham:	07/11/2023



SCHOOLS PARTNERSHIP PROGRAMME – COHORT 3 FURTHER SUPPORT/TRAINING

Suitable for:	Clusters / Alliances (all sectors)
Description:	Advanced and capacity training events for Cohort 3 schools to further embed their programme of peer reviews within their cluster/alliance.
Outcomes:	Develop increased knowledge and understanding of how to embed an Effective Peer Review and Improvement cycle as an intrinsic element of the improvement cycle of the cluster/ alliance of schools.
Date:	Continuous



RESPONDING TO SYSTEM REQUIREMENTS - LEADING CHANGE/IMPROVEMENT	
Suitable for:	School leaders from various sectors
Description:	<p>We will be offering support sessions for School Leaders to successfully respond to the current emerging issues within the education system.</p> <p>These sessions will focus on supporting School Leaders to successfully drive improvements in their schools and provide strategic guidance/support on areas such as:</p> <ul style="list-style-type: none">• Vision, Strategy and Policies• Improvement planning processes• Self-evaluation and monitoring processes <p>The focus of these sessions will be determined according to local, regional and/or national emerging priorities. We will attempt to respond to the developmental needs of schools arising from their Improvement Plans and consider any other themes , e.g. common aspects arising in Estyn recommendations.</p> <p>Among other themes, it is expected that specific sessions will look at leading improvements within the following themes:</p> <ul style="list-style-type: none">• 'School improvement guidance: framework for evaluation, improvement and accountability'• Developing understanding of progression looking at the principles of progression, WMS and importance of progression in curriculum planning and assessment.• Establishing effective Professional Dialogue processes within and across schools/sectors• Developing cross-curricular skills across the AoLE through effective whole school planning and strategies
Outcomes:	<ul style="list-style-type: none">• Deepen awareness of current issues emerging within the education system.• Increased awareness and understanding of how to lead improvements in a strategic manner within these matters, in line with school priorities, local and national priorities.
Date:	TBC



RESPONDING TO SYSTEM REQUIREMENTS - DEVELOPMENTAL WORKSHOPS FOR PRACTITIONERS

Suitable for:	Middle Leaders and Practitioners from various sectors
Description:	<p>We will be offering sessions for Middle Leaders and Practitioners to respond to current issues emerging within the education system. These sessions will combine relevant theory/information with emerging practical examples in schools across the region to support practitioners to successfully apply back at school.</p> <p>Attendees will be expected to identify a 'commitment to deliver' - i.e. setting expectations upon themselves to implement an aspect(s) of training before sharing any achievements or messages in subsequent networking meetings.</p> <p>Among other themes, it is expected that specific sessions will look at leading improvements within the following themes:</p> <ul style="list-style-type: none"> • 'School improvement guidance: framework for evaluation, improvement and accountability' • Developing understanding of progression looking at the principles of progression, WMS and importance of progression in curriculum planning and assessment. • Establishing effective Professional Dialogue processes within and across schools/sectors • Developing cross-curricular skills across the AoLE through effective whole school planning and strategies.
Outcomes:	<ul style="list-style-type: none"> • Heightened awareness of the current emerging matters within the education system. • Increased awareness and understanding of how to successfully lead and implement improvements within these matters in line with responsibilities.
Date:	TBC

RESPONDING TO SYSTEM REQUIREMENTS - NETWORKING AND SHARING PRACTICE

Suitable for:	Networks of Middle Leaders, Practitioners from various sectors
Description:	<p>We will be offering sessions for Middle Leaders and Practitioners to network and share practices to successfully respond to the current matters emerging within the education system.</p> <p>These sessions will allow practitioners and leaders to share how they have responded to previous workshops referring to their achievements and any lessons learned in engaging with the work.</p> <p>It is expected that there will be opportunities to network within various aspects and themes, including the following:</p> <ul style="list-style-type: none"> • Secondary Disciplines (Welsh, Mathematics, Science)



	<p>Cross-curricular Themes (Literacy, Numeracy, Digital Competence)</p> <ul style="list-style-type: none"> • Foundation Learning Pedagogy (3-8); Pedagogy (8-11); Pedagogy (Secondary) • Foreign Languages • Transition
Outcomes:	<ul style="list-style-type: none"> • Heightened awareness of the current emerging matters within the education system. • Increased awareness and understanding of how to successfully lead and implement improvements within these matters in line with responsibilities. • Accessing and contributing to successful practice across the system.
Date:	TBC

A CONFERENCE TO SHARE SUCCESSFUL PRACTICES ACROSS THE REGION

Suitable for:	School Leaders/Middle Leaders
Description:	<p>Our annual conference will be an opportunity to celebrate successes from various schools and clusters across the North.</p> <p>The aim of the day is to provide an opportunity for leaders to develop awareness of the practices that are emerging from our schools across the region. By doing this, they will have been up-skilled to apply that they learned to their own organisations equipping them to successfully lead further improvements.</p> <p>There will be an opportunity to spend a day seeing and listening to schools sharing their experiences through workshops and marker stalls. In addition there will be an opportunity to listen to experts share their experiences and describe the international backdrop.</p>
Outcomes:	<p>Leaders develop awareness of successful practices across the region.</p> <p>Leaders apply and adapt what they have seen/learned successfully in order to lead further improvements in their organisations.</p> <p>Schools successfully contributing to a self-improving system</p>
Date:	06/10/2024

NETWORKS

Suitable for:	Practitioners from all sectors
Description:	<p>We will offer opportunities for practitioners across the system to share successful practices and to learn from each other. Some of the sessions will be an opportunity to share important messages.</p> <p>We will hold various different Networks in order to share important messages, offer follow-up meetings for practitioners to share how they have responded to previous developing sessions and what they have learned, and to ensure purposeful opportunities</p>



	<p>for practitioners to network, create relationships and encourage further collaboration .</p> <p>It is expected that opportunities for Networking within various aspects and themes will include the following:</p> <ul style="list-style-type: none"> • Secondary Disciplines (Welsh, English, Mathematics, Science) • Cross Curricular Skills (Literacy, Numeracy, Digital Competence) • Foundation Learning Pedagogy (3 – 8) • Pedagogy (8 – 11) • Pedagogy (Secondary) • Modern Foreign Languages • Transition • Welfare
Outcomes:	<ul style="list-style-type: none"> • Practitioners across the system developing links, sharing successful practices and contributing to a self-improving system • Ensure opportunities to reflect on what has/hasn't worked following a period of implementation as a result of training • Ensure opportunities to share important messages with practitioners across the system
Date:	TBC

SCHOOL IMPROVEMENT FRAMEWORK

Suitable for:	School Leaders
Description:	<p>Core purpose of the sessions:</p> <ul style="list-style-type: none"> • Build on previous training sessions to provide opportunities to further develop skills and understanding required for school leaders to implement the SIF. • Provide a calendar of opportunities for schools to access workshops on various aspects of the SIF, to reflect upon their practice and to identify areas for improvement. • Promote clarity for school leaders, helping to ensure they are working within the ethos of the SIF and developing a culture of ongoing self-improvement. • Reassure school leaders by helping them to recognise SIF processes that are already in place within and between schools. • Consider how senior leaders can upskill staff and governors and increase leadership capacity across the school. • Over time, review and share experiences of implementing the SIF and explore the challenges and implications for school leaders.
Outcomes:	<p>1. An overview of the SIF</p> <ul style="list-style-type: none"> ◦ Awareness of how the SIF and Estyn Framework align ◦ Raised awareness of what is required of the SIF to ensure robust school level accountability



- Appreciation of the benefits to the school of effective school improvement processes

2. Producing a SIF Summary

- Practical advice on producing a concise SIF summary document for various stakeholders
- Promote the SIF summary as an opportunity to pull together and align the processes within the cycle of improvement
- Consider processes to gather evidence to support judgments on:
 - Vision and Leadership
 - Curriculum, Learning and Teaching
 - Wellbeing, Equity and Inclusion

3. Effective self-evaluation within the SIF

- Sharing of effective practice to ensure self-evaluation is reliable and informs and leads to improvement
- Considering ways to develop professional values and behaviours among all staff to support continuous improvement and effective team work
- Considering the definition and potential of professional dialogue

4. Effective action planning within the SIF

- Make improving teaching the key process that contributes to improving pupils' progress and wellbeing
- Considering ways to ensure action plans have a clear focus on improving outcomes for pupils

5. Effective assessment of progress measurement within the SIF

- Sharing of strategies to help schools demonstrate how well they are doing
- Sharing of effective practice in measuring and recording pupil progress
- Considering ways to establish and maintain a culture where pupils' progress and wellbeing is the main priority

6. Developing a whole school approach to the School Improvement Framework

- Reflect on the 8 contributory factors that describe the key attributes that schools that successfully realise the curriculum demonstrate.
- Consider the strategies and leadership skills required to effectively develop a culture of whole school self-improvement
- Consider ways to ensure all staff are accountable for improving teaching, curriculum and pupils' wellbeing and progress.
- To reflect on strengths and identify next steps for development in relation to Leadership and School Improvement

Date:

TBC

Positive Learning Experience for All





RAISING ATTAINMENT IN DISADVANTAGED YOUNGSTERS (RADY)

Suitable for:	School Leaders of all sectors
Description:	An evidence informed programme for Senior leaders to effectively support and raise the attainment of disadvantaged youngsters. (Declarations of interest received by GwE)
Outcomes:	<ul style="list-style-type: none">• Develop an increased knowledge and understanding on how to improve outcomes for vulnerable learners.
Date:	Ongoing from November 2023

TRAUMA INFORMED SCHOOLS TRAINING FOR SENIOR LEADERS (TIS UK)

Suitable for:	School Leaders of all sectors
Description:	An introduction for senior leaders on the impact of trauma and how to develop your school's awareness of trauma informed practice.
Outcomes:	<ul style="list-style-type: none">• Develop an increased understanding of the impact of trauma and how to support learners in a school setting.
Date:	Spring Term 2024

TRAUMA INFORMED SCHOOLS DIPLOMA (TIS UK)

Suitable for:	School Leaders / Middle Leaders / Practitioners of all sectors
Description:	Extended Trauma informed programme leading to a diploma for the practitioner enabling them to lead effectively on a strategy for trauma informed practice for their school /organisation.
Outcomes:	<ul style="list-style-type: none">• Develop an increased understanding of the impact of trauma and how to support learners in a school setting
Date:	September 2023 and 2nd half of Spring Term 2024

SAND TRAY PLAY (KP EDUCATION)

Suitable for:	Practitioners of all sectors
Description:	Training for teachers and/ or classroom assistants on the use of Sand tray play therapy to support vulnerable learners.
Outcomes:	<ul style="list-style-type: none">• Develop additional strategies to support vulnerable pupils through play
Date:	October 2023



RAISING ATTAINMENT IN DISADVANTAGED YOUNGSTERS (RADY)	
Suitable for:	Clusters / Alliances
Description:	Schools can apply to join the RADY programme as a cluster or Alliance. Leaders are trained to collaborate on the consistent support given to disadvantaged learners across all schools in their cluster/alliance.
Outcomes:	<ul style="list-style-type: none"> • Develop an increased knowledge and understanding on how to improve outcomes for vulnerable learners across a cluster or alliance
Date:	Ongoing from November 2023

HOW DO WE SUPPORT INDEPENDENT LEARNING FOR PUPILS WITH COMPLEX ADDITIONAL LEARNING NEEDS?	
Suitable for:	Special School Teachers, Resource Base Teachers, ALNCO's & support staff
Description:	Within the workshop practitioners will be provided with practical strategies to develop and promote independent learning for pupils with complex additional learning needs working within Routes for Learning and Progression Step 1.
Outcomes:	<ul style="list-style-type: none"> • Practitioners will have a suite of ideas to provide a toolkit of strategies to promote independent learning across the curriculum for pupils working within Routes for Learning up to and including Progression Step 1. • Effectively identify barriers to independent learning and how they can be overcome by working in a multi-disciplinary way.
Date:	29/11/2023

MIKE GERSHON – AUTISM RESOURCES LAUNCH	
Suitable for:	Teachers, ALNCOs, Resource Base Teachers & Teaching Assistants
Description:	Mike Gershon will be launching a set of resources designed to support mainstream primary and secondary classroom teachers who teach one or more autistic learners within universal provision.
Outcomes:	<ul style="list-style-type: none"> • To help and support mainstream classroom teachers better understand autism and what they and their school can do to best support autistic learners within their classes.
Date:	15/01/23, 16/01/23 and 17/01/23



INVESTORS IN FAMILIES	
Suitable for:	All schools
Description:	<ul style="list-style-type: none"> • A national scheme that recognises and celebrates schools and other settings that are committed to working with families and the wider community to improve outcomes for children. • Provides a framework for schools to develop a whole-setting approach to working with families. • Supports schools to value and support the important role that families play in the life of the child. • Promotes social inclusion and a sense of wellbeing through positive participation in the child's education. • Provides a structure for schools to demonstrate their commitment to the Rights to Action agenda.
Outcomes:	<ul style="list-style-type: none"> • Increased parental engagement in the child's education. • Improved pupil attendance and achievement. • A more positive and supportive school community. • Stronger partnerships between schools and families. • A more inclusive and equitable school environment. <p>How Investors in Families can help develop a community schools approach</p> <ul style="list-style-type: none"> • By encouraging schools to develop a whole-setting approach to working with families, Investors in Families can help to break down barriers between the school and the community. • By supporting schools to value and respect the diversity of their families, Investors in Families can help to create a more inclusive and welcoming school community. • By providing a framework for schools to work with families on a range of issues, Investors in Families can help to support the holistic development of children.
Date:	

Welsh





SELF-EVALUATION OF WELSH AND SETTING A STRATEGIC DIRECTION

Suitable for:	School leaders from all sectors
Description:	<p>This Professional Learning will:</p> <ul style="list-style-type: none"> • Support leaders to reflect and identify provision that will change in terms of medium to support the growth of the Welsh language. • Support leaders to set a strategic direction for developing the Welsh language. • Identify the workforce that will require support to implement the change in medium on aspects of the curriculum, raising awareness of the potential route for developing the workforce to develop practitioners' language skills (English-medium sector) and develop leadership skills (Welsh-medium sector) as necessary. • Raise awareness of the national and local resource for evaluating the Welsh language.
Outcomes:	<ul style="list-style-type: none"> • Developing awareness of expectations in regard to Welsh as a mandatory element of Curriculum for Wales. • Developing awareness of how Welsh fits into curriculum design and the change in medium required to contribute towards the target of a Million Speakers. • Supporting schools to ensure an increase in the number of pupils accessing education through the medium of Welsh. • Supporting schools to ensure a clear route to move along against the categorisation continuum. • Obtaining support to develop a clear strategy to deepen and develop the provision for the Welsh language. • Developing understanding of how to ensure a visible Welsh ethos at the school which is at the heart of everyday life. • Developing increased awareness of supporting learners to secure their grasp of basic Welsh.
Date:	December 2023/May 2024

NATIONAL PROGRAMME FOR WELSH LEADERS IN ENGLISH-MEDIUM SCHOOLS

Suitable for:	Middle Leaders in English-medium primary schools
Description:	<p>National Programme to support Welsh Leaders in English-medium schools - virtual half day session.</p> <p>During the session, there will be opportunity for leaders to:</p> <ul style="list-style-type: none"> • consider what elements need attention in their strategic planning and evaluation of provision to develop Welsh; • reflect on your school's journey to develop an ethos and vision for the Welsh language as a mandatory element of the curriculum;



	<ul style="list-style-type: none"> • consider what Professional Learning and resources are available to support the journey.
Outcomes:	<ul style="list-style-type: none"> • Develop appropriate knowledge for including Welsh in strategic plans to increase the school's provision and realise the vision. • Develop an understanding of the need to develop the language skills of the workforce to increase the provision for the Welsh language. • Develop awareness of the Professional Learning opportunities available to support the school's journey. • Develop awareness of successful practices in evaluating the provision for teaching and learning and planning purposefully for increasing the school's provision for Welsh.
Date:	October 2023

SUPPORT TO DEVELOP READING

Suitable for:	Clusters
Description:	Provide support in a cluster/network/workshop/training focusing on pedagogy, disciplinary knowledge and strategies to support reading development.
Outcomes:	<ul style="list-style-type: none"> • Developing awareness of effective co-operative strategic practice to develop reading and create a culture of reading for pleasure. • Developing awareness and gaining access to effective skills and practices within clusters and rolling out to other settings.
Date:	On SIA request

EXTENDED WRITING – 8 TO 11

Suitable for:	Primary practitioners
Description:	Workshops which focus on developing basic skills including the small steps for developing extended writing in order to ensure progress in relation to Curriculum for Wales.
Outcomes:	<ul style="list-style-type: none"> • Literacy leaders and teachers will be able to plan for building on the learners' basic skills and the small steps that are part of developing extended writing and ensure that all learners make continuous progress in their writing skills.
Date:	On SIA request



DEVELOPING THE WELSH LANGUAGE SKILLS OF PRACTITIONERS

Suitable for:	Practitioners from all sectors
Description:	Support leaders and practitioners with the provision available to understand the level of Welsh language skills within the workforce (use of workforce census/language competency framework etc.) with reference to the provision available at the school and beyond.
Outcomes:	<ul style="list-style-type: none"> • Developing awareness of the support available to develop the language skills of the workforce. • Support for schools to increase the number of pupils accessing Welsh-medium education.
Date:	Various – available at Consortia Addysg Cymru - Cymraeg (google.com)

CLUSTER PLANS - WELSH LANGUAGE GRANT

Suitable for:	Clusters
Description:	<p>Supporting cluster language coordinators to produce a plan to support the development of the Welsh language and to promote primary and secondary collaboration (in cooperation with GwE and Authority Officers).</p> <p>Intentions:</p> <ul style="list-style-type: none"> • Facilitating cluster meetings and supporting plans to develop Welsh language provision in cluster schools. • Developing a programme of professional learning to ensure regular opportunities for the education workforce to develop their Welsh language skills. • Developing a professional learning programme to provide effective Welsh teaching strategies • Ensuring primary and secondary collaboration and joint planning to give prominence to the Welsh language at the transition stage. • Ensuring purposeful opportunities for pupils to develop and use their Welsh language skills in both formal and informal situations (Siarter Iaith/Cymraeg Campus). <p>All clusters will share a case study of effective delivery and impact of the work.</p>
Outcomes:	<ul style="list-style-type: none"> • Support for the language coordinator in every cluster to promote effective collaboration amongst primary and secondary schools, leading to sharing successful practice across the region. • Developing awareness of how to make effective use of finance through plans that respond to cluster needs (developing practitioners, developing pedagogy and informal use of Welsh). • Developing awareness of effective modelling to support coordinators to plan for their next stage.



Outcomes:	<ul style="list-style-type: none"> Supporting coordinators to discuss Welsh as part of transition from one stage to the next e.g. primary to secondary
Date:	Ongoing

READING FOR PLEASURE

Suitable for:	Clusters
Description:	Cluster-by-cluster support to establish a network to develop collaboration between primary and secondary schools. Specific focus on developing and establishing the provision for reading and promoting enjoyment of reading.
Outcomes:	<ul style="list-style-type: none"> Developing awareness of how to develop a classroom/school climate and ethos to promote reading for pleasure and a supportive provision. Developing awareness of and gaining access to research and effective practice. Support to ensure focused planning processes to develop reading skills across the AoLE and contribute towards reading standards in general.
Date:	December 2023 & March 2024

COMBINING DIGITAL AND LITERACY SKILLS ACROSS THE CURRICULUM

Suitable for:	Primary and Secondary Practitioners
Description:	<p>Creating video is an effective and interesting way of presenting information to an audience and is a technique which can be used in any AoLE. We will be exploring opportunities to develop literacy skills to enrich the tasks in question.</p> <p>During this training, we will focus on the following aspects:</p> <p>Planning processes that develop digital and literacy skills</p> <ul style="list-style-type: none"> Animation techniques Recording sound for effect Film creating techniques Oracy strategies to deepen quality of language Evaluate productions to improve skills and reflect on standard of work Planning for learner progression
Outcomes:	<ul style="list-style-type: none"> Develop better understanding of how to use film work as a medium to present information. Develop increasing awareness of opportunities for learners to develop their oracy skills through digital media. Support practitioners to develop high-quality productions that allow learners to develop their skills and ensure good progression in learners' oral skills.



Outcomes:	<ul style="list-style-type: none">• Develop awareness of how film creation can be used effectively as a technique to communicate information across the curriculum.
Date:	

'EIN LLAIS NI' (OUR VOICE) PROGRAMME - DEVELOPING FUTURE SPEAKERS

Suitable for:	Practitioners from all sectors in Welsh-medium and bilingual schools
Description:	<p>Developing effective speaking and listening skills are lifelong skills that are essential to access the entire school curriculum. Where good communication and everybody's voice is valued, learners' confidence and wellbeing will grow, they will build positive relationships and deepen their knowledge for learning.</p> <p>Through the 'Ein Llais Ni' programme, schools will:</p> <ul style="list-style-type: none"> • develop the climate and conditions to ensure explicit progression in these skills • prompt learners to contribute confidently to focused discussions • enable learners to reflect on the quality of their speaking and listening skills • plan to use purposeful strategies • use digital technology to reinforce teaching and learning. <p>The programme provides guidance, resources, examples from schools as well as support for effective leadership to see long-term impact.</p> <p>This will be in the form of a series of networks over the year.</p> <p>Additional support will be provided at the request of individual schools and/or clusters focusing on developing oracy in Welsh (via SIA).</p>
Outcomes:	<ul style="list-style-type: none"> • Being aware of research and good practice that equip, through various strategies, learners with confidence and enjoyment to speak Welsh. • Support to ensure numerous opportunities for learners to discuss (developing speaking and listening skills) and develop their understanding of expectations in group discussions. • Develop increased understanding of effective oracy teaching (including a supportive learning environment to develop effective speaking and listening skills, purposeful planning to develop speaking and listening skills across AoLEs). • Develop awareness of how to support learners to become increasingly confident when speaking Welsh in formal and informal situations and encourage learners to become more willing to make verbal
Date:	24/10/2023

EIN LLAIS NI - TARGETING ORACY AS A WHOLE SCHOOL PRIORITY

Suitable for:	School leaders from all sectors
Description:	This Professional Learning will raise awareness of the 'Ein Llais Ni' website as a resource to promote oracy skills. This will support leaders to self-evaluate oracy as a whole school approach and to set a strategic direction for learners' progress in oracy skills.

Outcomes:	<ul style="list-style-type: none"> • Develop awareness of the expectations in regard to Welsh as a mandatory element of the Curriculum for Wales. • Developing awareness of how Welsh fits into curriculum design and the change in medium required to contribute towards the target of a Million Speakers.
Date:	December 2023 & May 2024

'EIN LLAIS NI' RESEARCH PROJECT - 'DEVELOPING FUTURE SPEAKERS'

Suitable for:	Primary and Secondary Practitioners in English-medium schools
Description:	<p>Collaborative research project for English-medium schools to plan to develop the current 'Ein Llais Ni' resource (www.einllaisni.cymru). This will support the Welsh Framework in English-medium education.</p> <p>Schools that are a part of this research will:</p> <ul style="list-style-type: none"> • trial and refine strategies for teaching Welsh as an additional language that promote learners' speaking and listening skills. • collaborate with Bangor University to develop personal research skills based on the 'Bilingual Voices – our future' directory. • contribute towards modelling teaching and learning of relevance to developing Welsh in the English-medium sector.
Outcomes:	<ul style="list-style-type: none"> • Develop as researchers to focus on developing teaching and developing learners' speaking and listening skills in Welsh. • Obtain and provide support on effective use of the Ein Llais Ni programme • Develop knowledge to ensure a contemporary, fun, focused and supportive provision for Welsh. • Develop understanding of how to boost the desire and confidence of practitioners and learners in their use of Welsh. • Develop awareness amongst practitioners and learners of the opportunities that arise with speaking Welsh and the advantages of bilingualism.
Date:	N/A

EIN LLAIS NI - CLUSTER SUPPORT

Suitable for:	Clusters of schools
Description:	Cluster-by-cluster support to establish a network to develop collaboration between primary and secondary schools, focusing on improving the provision for speaking and listening skills/oracy and literacy.
Outcomes:	<ul style="list-style-type: none"> • Being aware of research and good practice that equip, through various strategies, learners with the confidence and enjoyment to speak Welsh.

- Support to ensure numerous opportunities for learners to discuss (developing speaking and listening skills) and develop their understanding of expectations in group discussions.
- Develop increased understanding of effective oracy teaching (including a supportive learning environment to develop effective speaking and listening skills, purposeful planning to develop speaking and listening skills across AoLEs).
- Develop awareness of how to support learners to become increasingly confident when speaking Welsh in formal and informal situations and encourage learners to become more willing to make verbal contributions.

Date:

On SIA request

