



ADDYSG CYMRU
EDUCATION WALES
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Llywodraeth Cymru
Welsh Government

Investing in an excellent workforce



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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Investing in an excellent workforce – progress in developing a workforce development plan

Background

Education in Wales: Our national mission outlines our vision to raise standards, close the attainment gap and deliver an education system that is a source of national pride and public confidence.

Within the action plan, we set out our commitment to develop an overarching Workforce Development Plan for schools.

To keep raising standards for all and ensure a system that enjoys public confidence, we will work together to support teachers and support staff to be lifelong professional learners, to reduce bureaucracy and unnecessary workload, and to motivate and inspire all children and young people. *Our national mission* is clear that the teaching profession will be:

- **high-quality**, collaborative and driven by a deep understanding of pedagogy and subject knowledge
- **research-engaged**, well informed and learning from excellence at local, national and international levels
- **attractive**, with high morale and professional satisfaction
- **well supported** by a range of learning support professionals who can provide the additional capacity that is needed to meet the needs of every child
- **outward-looking** and committed to raising standards within and between schools
- **creators** of vibrant, warm and caring environments that inspire learning
- **well led** by leaders who will ensure that every teacher can improve through effective collaboration, innovation, professional learning and opportunities to provide professional leadership to others.

In addition, we recognise that the school workforce will be leading and driving the work we have set out in the following key priorities and policy areas.

- **The new curriculum** – the extent to which teachers, leaders and adults supporting learning have developed practice that is consistent with the needs of the new curriculum.
 - **Professional learning** – provision of and engagement with professional learning across the workforce in order to deliver the changes required by reform at classroom, school, region and system levels.
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- **The Welsh language** – increasing the number and quality of teaching and support staff we have in the system to deliver education in Welsh-medium, bilingual and English-medium settings.
- **Additional learning needs (ALN)** – the number and quality of people we have in the system to deliver leadership of provision to learners with additional needs.
- **Small and rural schools** – provision of leadership, learning and teaching across the small and rural schools sector.
- **Supply** – the level of demand for supply and temporary teaching services, and the quality of supply teaching in the system.

This progress report has been jointly developed with the Education Workforce Council (EWC). This report covers the whole workforce in schools (including teachers, headteachers, teaching assistants and others who support learners or teachers)¹, provides an update on what we have done so far and sets out our planned next steps.

¹ Further information on the workforce is available from the Welsh Government on StatsWales at statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/teachers-and-support-staff/School-Staff; and from the EWC at www.ewc.wales/site/index.php/en/policy-hub/education-workforce-statistics.html

What we have done so far

This year, we have taken significant time to listen to the profession, speak with headteachers and consult with our stakeholders. Now, more than ever, we have greater engagement, for example through our series of head teacher conferences and teachers have worked with us to develop and design our new curriculum. We have found that this ongoing engagement is valuable and better informs our policy formation, specifically around workforce development.

There are specific activities to support and develop our workforce already under way.

We have reformed the way initial teacher training is accredited. From September 2019, all initial teacher education programmes offered by HEI partnerships in Wales will be assessed, evaluated, and monitored against the Welsh Government's [Criteria for the accreditation of initial teacher education programmes in Wales²](#). EWC's ITE [accreditation board³](#) will carry out this function. The Accreditation of ITE programmes is a method to introduce quality assurance processes at the earliest point in a teacher's career and is an essential factor in strengthening educational performance in schools. Placing accountability on the EWC to accredit individual ITE programmes will enable more specific consideration of how the programmes will raise the quality of provision, and attract candidates with the right skills, qualifications and aptitude to enter a career in teaching. All full time, part time and work-based provision, are included and it will improve both the quality of provision and widen access to provision.

We have established new standards for teaching assistants, teachers and headteachers. The new standards have been developed with the profession, for the profession, to be relevant to every teacher's day-to-day work and establish an overarching set of values and characteristics, which should drive everyone who works with learners. The standards concentrate on the essential elements of pedagogy, collaboration, leadership, innovation and professional learning – and will help underpin the development of the teaching profession as it leads the transformation of our education system. The standards also set out the expectation for practitioners to develop their knowledge and use of Welsh, as well as extending learners' skills and competence in Welsh.

Building on our commitment to equity in education, we have created a legislative framework for the identification and support for all learners with ALN in all language settings. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act) will be implemented from September 2020 and the current system

² beta.gov.wales/sites/default/files/publications/2018-09/criteria-for-the-accreditation-of-initial-teacher-education-programmes-in-wales.pdf

³ www.ewc.wales/site/index.php/en/ite-accreditation/initial-teacher-education-ite-accreditation-board.html

will be totally phased out by August 2023. It is the intention that the final version of the ALN code is made available in January 2020. The ALNET Act is part of the wider ALN transformation programme; a key component of which is knowledge and skills development for the education workforce, to deliver effective support to learners with ALN in the classroom, as well as easier access to specialist support, information and advice. Ensuring there is a sufficiently skilled workforce will enable and support the delivery of the new legislative framework for ALN and contribute to the overall objectives of the ALN transformation programme.

We have strengthened the quality of the arrangements for the procurement of supply teachers. We have worked with the National Procurement Service to ensure we have a framework for tender which is fit for purpose and addresses our Fair Work principles. There has been significant interest in this tender and a new framework contract will be awarded in the spring for implementation in September 2019. £2.7m of funding has been allocated to support school-based cluster pilots within 15 local authorities to support supply teachers (50 in over 100 schools) in their early years of teaching. This approach is about encouraging more flexible and innovative approaches to covering teacher absence. Under our plans, our supply teachers will be supported in the same way that permanent teachers are while also ensuring that there is sufficient cover within schools to help meet demands in areas such as ALN and Welsh-medium provision.

We have set up a number of trade union working groups to further strengthen our engagement. For example we established the Supply Working Group and the Pay and Conditions Partnership Forum. In addition we meet regularly with all of the education trade unions, individually and collectively, to discuss a range of issues affecting the workforce.

We have published the [*Rural education action plan*](#)⁴ in recognition of specific challenges facing rural communities. In addition, we have introduced a new Small and Rural Schools Grant for local authorities to encourage innovation, raise standards and support collaborative working. There are different challenges for the workforce in small and rural schools, and the consequent development needs. Examples include stronger cluster-based working and pooling resources to employ specialists.

We have funded schools to develop professional learning, alongside the new curriculum. These Pioneer Professional Learning Schools have been assisting in the development of professional learning for the implementation of the new curriculum. Their early work centred on developing aspects of the twelve pedagogies of *Successful Futures*, working on pilot projects and assisting with the delivery of professional learning programmes. Their focus has been to pilot aspects of the new curriculum as they are

⁴ beta.gov.wales/sites/default/files/publications/2018-10/rural-education-action-plan.pdf

created by other schools as part of the Areas of Learning and Experience. A representative sample of schools across the country have engaged with work to develop schools as learning organisations and as part of this are creating, sharing and exploiting learning opportunities, in schools, between schools and with outside organisations.

We have launched the professional learning model which sets out a [National Approach to Professional Learning](#). It is designed to equip the workforce for the new curriculum, and to make teaching in Wales more attractive to prospective entrants. We will support teachers in Wales to be lifelong professional learners that reflect on and enhance their own practice to motivate and inspire the children and young people in their care.

We have announced the biggest ever investment in support for teachers since devolution: [Valuing our Teachers – Investing in their Excellence](#)⁵. Backed by £24m additional funding, this approach will give schools the time and resources they need for professional learning and to help them plan for the new curriculum. This new innovative approach will minimise disruption to learners' learning while also ensuring there will be cover for staff to be released for their own professional learning.

We have supported the development of the Professional Learning Passport. Through the work of the EWC, we have provided an effective method for all practitioners to record and capture their professional learning in a standardised, national solution. All practitioners can plan, record, reflect in one place, throughout their career and take ownership for their own professional learning.

We have announced the development of a refined and strengthened employment-based route into teaching. This new alternative route into teaching, is designed to revolutionise the way ITE is provided in Wales. It includes a new part-time PGCE which will remove barriers that might be caused by location or distance from a university. In addition, a new Employment-Based Route (EBR) will enable a student teacher to be employed by a school from the outset. Both the part-time PGCE and EBR would enable student teachers to maintain their current commitments, including employment and income, while studying to be a teacher.

We have established the National Academy for Educational Leadership (NAEL) to improve the practice of leadership across the system, and to make leadership more attractive to the profession. We committed to develop the NAEL as a strategic organisation with a positive and inclusive culture and robust governance to contribute to the development of the professional capabilities of current and aspiring leaders across the education system in Wales. They are providing coherence and quality assurance for

⁵ beta.gov.wales/oral-statement-valuing-our-teachers-investing-their-excellence

the range of educational leadership development opportunities available. For example, endorsing, the programme for all new and acting headteachers all in their first two years of headship, including 150 in the first year.

We commissioned a workforce survey, which was undertaken by the EWC. The findings of which has informed our work, for example, in developing our approach to professional learning, reducing workload and to invest in programmes with regions on the well-being of the profession.

We have used the newly devolved pay and conditions to strengthen our collaboration with trade unions. We also commissioned an independent review, *Teaching: A valued profession*, which sets out recommendations for a career, conditions and pay framework for school teachers in Wales.

We have further developed our collective work to recruit and retain teachers. We have established a Teacher Recruitment and Retention Advisory Board to consider the range of issues that impact on the attractiveness of the profession. The regional consortia have led the [#discoverteaching](#)⁶ campaign. We have jointly worked with Estyn, EWC and regional consortia to communicate clear and consistent messages on workload.

We have undertaken early work with regional consortia to build the baseline for the implementation of the action plan [Welsh in education: Action plan 2017–21](#) and the Welsh Government's strategic priorities for the Welsh Language, as set out in *Cymraeg 2050: A million Welsh speakers*. We have collected information about the Welsh language skills of practitioners through the regional consortia, EWC and PLASC to inform our workforce planning.

We have expanded and evaluated the Welsh language Sabbatical Scheme to provide greater and better quality opportunities for more practitioners to access intensive Welsh language training. Our investment of approximately £3m has seen 289 practitioners received training through the Sabbatical Scheme during 2017/18. A full evaluation has been commissioned to help inform future Welsh language practitioner training.

We have introduced a new Welsh-medium incentive Iaith Athrawon Yfory (IAY) which will be available for secondary PGCE student teachers who are training to teach all subject specialisms through the medium of Welsh or bilingually. The first cohort to access the IAY enrolled in September 2018.

⁶ twitter.com/hashtag/discoverteaching

We have launched a [*Framework for action*](#) to support teachers and other support staff that are working in EOTAS settings and pupil referral units (PRUs). Feedback from those working in the sector has indicated that the lack of requirements on qualification and curriculum often leads to missed opportunities for continued professional development similar to those provided to peers working in mainstream or special education. Often, like the learners who find themselves in EOTAS/PRU provision, staff working within the sector struggle to find opportunities to re-join the mainstream workforce. This is reported to be due to the limited curriculum experiences offered by EOTAS/PRUs.

We have funded ALN partnerships and four transformation leads in local authorities to support professional learning. The transformation leads are responsible for supporting local authorities, schools, early years settings and local health boards (LHBs) prepare for and implement the new system. These posts will play a critical role in our overall implementation strategy by ensuring services are fully prepared to operate the new additional learning needs system. They will oversee training and professional learning as well as raise awareness raising and facilitating improvements in multi-agency working.

We've invested over £1.2 million over two years to pilot business managers in primary schools with a view to reducing bureaucracy for headteachers. The pilot has been developed to reduce headteachers workload and assist them to focus on leading learning and teaching and provide better levels of support to the workforce. The business managers assist in the financial and budget management, recruitment and retention, safeguarding, health and safety and other business support functions.

Next steps

Working with the EWC and the National Academy for Education Leadership, we will publish a workforce plan in summer 2019.

Our plan will be based on developing the following two key underpinning features.

- Effective workforce planning based on a **detailed level of intelligence and data** about the teachers and other staff who work in our schools.
- Organisational **collaboration and cooperation** to build and share expertise and change culture.

We need to work with our partners and undertake more detailed analysis to better inform workforce planning including succession forecasting, sustainability, staff progression and understand fully the retention challenges for each school. We will also include research on working patterns, flexible working arrangements and conditions that all staff work within. Further analysis will also be undertaken on the range of subjects taught, the Welsh language skills of the workforce as well as leadership responsibilities will further contribute to the picture and how this will support the new curriculum.
