

Dysgu Delivering

Corporate and operational plan 2026-27



Introduction

Dysgu was set up on 1 September 2025 to empower educators. Our establishment reflects Welsh Government’s ambition to provide a ‘Once for Wales’ approach to Professional Learning in the education sector, with an offer which is cohesive, of consistent quality and accessible to all.

Six months since our establishment, Dysgu is already delivering. Our team of 16 staff have had over 300 constructive conversations, received over 550 responses from practitioners (ranging from teaching assistants to executive headteachers) to our snapshot survey in just three weeks and piloted new professional learning offers to over 400 participants. This work has informed our first [strategic vision](#) and this operational plan describes the work our staff will undertake during 2026/27, in response to our remit letter and funding letter.

This corporate and operational plan is intended to function as a live document and will remain flexible, allowing for updates and adjustments in response to evolving circumstances, priorities and insights.

Our legal structure

Dysgu is a company limited by guarantee, wholly owned by the Welsh Ministers. We are an arm’s length body subject to standard sponsorship oversight by Welsh Government. The Welsh Ministers are the sole guarantor member, with the Company being wholly owned by the Welsh Ministers. The Company was established under the powers of the Welsh Ministers set out in Government of Wales Act 2006 and section 10 of the Education Act 1996. As a public body, Dysgu acts as a delivery agent for the Welsh Ministers, and our role is to fulfil our responsibilities set within the context of the Welsh Government’s strategic aims.

The principal purposes of the Company as set out in our Articles of Association are:

- supporting the implementation of the Welsh Ministers' vision and priorities for improving education in Wales;
- working with the system and partners to provide a coherent range of professional learning opportunities in Wales for teaching assistants and teachers to further develop reflective, enquiring and collaborative education professionals;
- working with the system and partners to provide a coherent range of professional learning opportunities that focus on growing collaborative, system-wide leadership through developing the professional capabilities of current and aspiring leaders and school improvement advisers across the education system;
- maximising access for all Wales's school practitioners, including supply teachers, to professional learning services ensuring equity of access in both English and Welsh; and
- working with Welsh Government, local authorities, Medr, Estyn, Athrofa, Adnodd and other key stakeholders to ensure that professional learning is research-led, practice focussed and responsive to the needs of school practitioners, leaders and improvement advisers and meet the identified national priorities.

Overall corporate governance oversight is provided by the independent Chair and Board of Non-Executive Directors appointed by the Cabinet Secretary for Education.

The Board of Directors are appointed in accordance with the Companies Act 2006 and related legislation and the Articles of Association of the Company.

Our staffing

As a learning organisation ourselves, we are committed to making sure Dysgu is fully resourced with a skilled, supported and valued staff team. We want to be an exemplar in our employment practices and support all our staff to be brave and ambitious, supported by practitioners from within schools and across Wales.

Our staff team is headed up by our Chief Executive Officer, Dr Gwenllian Lansdown Davies.

Our Vision

Dysgu's vision is that every educator in Wales can access high-quality professional learning and leadership support which spark their imagination and contribute to their professional and personal growth, supporting them to be their best. **Dysgu** wants to foster collective responsibility, collaborative learning and purposeful self-evaluation across the sector through excellent professional learning.

Working with and within the sector every step of the way to help create the conditions for better outcomes for learners.

Our Mission

Dysgu leads and coordinates the national provision of professional learning and leadership support nationally, playing a central role in the work of realising the Welsh Government's Strategic Education Workforce Plan in line with the Well-being of Future Generations Act and Cymraeg 2050.

By supporting a 'Once for Wales' approach to national priorities – literacy, numeracy, well-being, teaching and learning and digital competence – **Dysgu** will *“contribute directly to school improvement and the realisation of the Curriculum for Wales.”*¹

We will support those who learn by empowering those who teach.

¹ <https://www.gov.wales/formative-evaluation-curriculum-wales-phase-1-synthesis-report-government-response.html>

Our Values

We are responsive: We consider, learn from and respond to the sector and reflect on what schools and educational settings are telling us.

We are inclusive: We respect each other by championing a professional learning offer that recognises diverse needs and ways of learning.

We are collaborative: Working in partnership is essential to us. We value and seek the expertise of others and welcome local experience and evidence that strengthens national delivery.

We are innovative: Acknowledging existing excellent practice, we also welcome new ideas and fresh approaches to delivering professional learning. We embrace emerging technology that offers the chance to innovate and boost opportunities for educators, while rigorously and judiciously evaluating its impact on our work.

Our work in supporting the Well-being of Future Generations (Wales) Act

The Well-being of Future Generations (Wales) Act is about improving the social, economic, environmental and cultural well-being of Wales. The Act gives a legally binding common purpose – the seven well-being goals. It details the ways in which specified public bodies must work and work together to improve the well-being of Wales. It is the role of the Future Generations Commissioner for Wales to support public bodies to work towards achieving the seven well-being goals.

Here are the seven goals to describe the future of Wales that public bodies must work toward.

1. A prosperous Wales
2. A resilient Wales
3. A healthier Wales
4. A more equal Wales
5. A Wales of cohesive communities
6. A Wales of vibrant culture & thriving Welsh language
7. A globally responsible Wales

We have aligned Dysgu’s quality assurance – the principles which underpin all our work – to the five ways of working, which describe how public bodies can drive forward these goals. In so doing, we can be certain that all our work will play a part in delivering these national well-being goals:

Our Dysgu quality assurance principle	Well-being of Future Generations Ways of Working
<p>A consistent, co-ordinated and accessible offer</p> <p>Our offer will be fully funded and free at the point of delivery. It will be available nationally through flexible models and methodologies - face to face, online and asynchronously - with approaches that broaden horizons.</p>	<p>Long-term and integration</p> <p>Integration requires aligning actions to maximise impact across goals and services, ensuring coherence; long-term thinking emphasises creating sustainable, dependable systems.</p>
<p>Continuous learning through engagement, discussion and testing</p> <p>We will collaborate with a diverse range of experts and partners to expand our knowledge and embed long-term thinking in our planning. We will keep an open dialogue with educators, involving the</p>	<p>Involvement and prevention</p> <p>Involvement requires engaging people in shaping improvements; prevention focuses on learning and adapting early to avoid future issues.</p>

<p>sector in the design, delivery and review of our work.</p>	
<p>Research and evaluation Evaluation will underpin everything we do. We will work with professional research companies and Higher Education Institutions to gather insight and data. We will be transparent and share our findings with others, including global partners.</p>	<p>Long-term and prevention Prevention includes understanding root causes and acting early; long-term thinking relies on evidence to inform sustainable decisions</p>
<p>Striving for excellence As we develop our quality assurance framework, we will set clear expectations and strive for excellence. Our emphasis will be on excellent provision, commissioning only what is purposeful, useful and inclusive.</p>	<p>Long-term and integration Excellence aligns with long-term quality improvement and integrating best practice to maximise benefit across well-being objectives</p>
<p>Equity and bilingualism One of the core ambitions of the Curriculum for Wales is that Cymraeg belongs to us all. Dysgu will ensure that all educators have equal access to opportunities to develop and use the language, supporting the aspirations of Cymraeg 2050.</p>	<p>Involvement and integration Involvement emphasises representing diverse communities; integration ensures equitable, inclusive approaches that support well-being goals such as a more equal Wales and vibrant Welsh language.</p>

<p>Working in partnership</p> <p>We will work with local and national partners to identify solutions that meet differing needs, piloting support such as the Dysgu / Estyn Maths roadshows at a proof-of-concept level.</p>	<p>Collaboration</p> <p>Collaboration is explicitly defined as working with others to achieve well-being objectives</p>
<p>An offer for all</p> <p>If every learner in Wales is to reach their full potential, it is vital that all educators in the state sector in Wales have access to the work Dysgu does, and the support it offers.</p>	<p>Integration and involvement</p> <p>Integration emphasises outcomes for all parts of society; involvement ensures inclusive design that represents all communities.</p>

Dysgu Delivering

Here are our core strategic objectives:

Objective 1

Establish **Dysgu** as an effective, inclusive and responsive deliverer of national professional learning whose work demonstrably improves outcomes for learners across Wales in line with the four purposes.

Objective 2

Ensure that national priorities, first and foremost, shape the provision of excellent professional learning that inspires personal growth and professional development for all educators.

Objective 3

Ensure strong delivery of nationally consistent and impactful professional learning so that educators are empowered as leaders throughout their careers, through formal qualifications, training and tailored support.

Cross-cutting Themes

The following themes are embedded across all areas of our operational plan. They represent core commitments that will shape how we design, deliver, and evaluate our work – ensuring inclusion is at the heart of all professional learning:

- **Inclusive practices:** We will embed inclusive practices based on a broad understanding of inclusion. Our work will prioritise creating equitable and inclusive learning environments, where everyone feels respected and valued. This work will contribute to addressing learner behaviour, the work towards an anti-racist Wales, supporting LGBTQ+ learners and reducing the impact of poverty on learners' progression and attainment.
- **Promoting mental health and well-being:** We will promote a culture that supports positive mental, emotional, and physical wellbeing of all. As well as reflecting on wellbeing in our Professional Learning offers, we will also be considering the wellbeing impact of our processes, communications, and decision-making on educators and our staff.
- **Additional Learning Needs:** We will ensure our work recognises, anticipates, and responds to a wide range of learner and staff needs. Our planning and delivery will remove barriers, provide appropriate adjustments, and champion equitable access to professional learning. Our Professional Learning offers will enable schools to support learners with Additional Learning Needs.

Our activities in 2026/27

For each priority area, a detailed delivery plan will be developed, including clearly defined milestones, resource allocation and key performance indicators to ensure effective monitoring, accountability and performance management. These indicators will be aligned to our quality assurance framework, validated and monitored by our Board on a quarterly basis. We will publish our progress against each area of work in our Annual Report.

We will also have a Theory of Change for Dysgu, which we will use to measure and articulate the impact of our work. Staff will use this model to plan work, to capture our impact and to demonstrate our planned activities provide every educator in every school and educational setting across Wales the best possible chance of engaging in lifelong learning through excellent professional learning so they can refine their practice, spark curiosity and unlock their learners' potential.

Where we make reference to Q1 below, we mean: Quarter 1 (April – June 2026); Quarter 2 (July – September 2026); Quarter 3 (October – December 2026); Quarter 4 (January – March 2027).

OBJECTIVE 1

Establish **Dysgu** as an effective, inclusive and responsive deliverer of national professional learning whose work demonstrably improves outcomes for learners across Wales in line with the four purposes.

What difference will this make:

- Dysgu will become a trusted, authoritative, accessible and credible public body which demonstrates impact for educators and learners.
- Dysgu will be a strategic organisation, with a positive and inclusive culture, robust governance delivering value for money.
- Dysgu will have developed established a quality framework that ensures all professional learning is high-quality, evidence-informed and aligned to national priorities, delivering consistent, measurable and sustainable impact on professional practice and outcomes over time.
- Dysgu will deliver national professional learning through a balanced mix of synchronous and asynchronous delivery models, resulting in improved access, participation, and application of learning in practice.

Dysgu will launch its first website	Q1
Dysgu will seek to inform (and, where appropriate, challenge) relevant areas of policy development in Wales.	Q1 and ongoing
Dysgu will create an enquiring culture where we use a pilot model to drive innovation, not afraid to use robust evaluation to learn from failure.	Q1 and ongoing
Dysgu will induct a new Chair and new Board members.	Q1
Dysgu will engage with practitioners to inform the development of specific programmes of work and take an active role in Stakeholder Groups representing teachers, leaders, teaching assistants, improvement advisors and youth workers and works hard to ensure that individuals working in the sector know about Dysgu’s work and can influence our strategic aims.	End of Q2 and ongoing
Dysgu will have visible and responsive, sector-facing online and social media presence.	March 2026 and ongoing
Dysgu will have robust arrangements in place to monitor the impact of all activity including self-evaluation and independent evaluation.	Q2 and ongoing
Dysgu will become a Living Wage employer.	Q3
Dysgu will work with Welsh Government and education partners to develop and implement a quality assurance framework to assure the quality of professional learning. This will form part of a quality framework Dysgu will establish, which will ensure all professional learning is evidence-informed and aligned to national priorities, delivering consistent, measurable and sustainable impact on professional practice and outcomes over time.	Q3 and ongoing
Dysgu will publish an annual report and accounts.	Q3

Dysgu will achieve security accreditations to ensure information security resilience.	Q3
Dysgu will develop strong networks and - once established as an expert and credible voice on Professional Learning in Wales - Dysgu will seek to build international partnerships and profile to ensure our work is informed by – and informs – global thinking in this constantly evolving area.	Q4
Dysgu will join and contribute to the work of existing groups and networks including (but not limited to) the Welsh Government’s Enquiry Pilot, the Anti-Racist Wales Action Plan sub-group for education, the Public Leaders’ forum, and Digital Learning Cymru.	March 2026 and ongoing
Dysgu will become a trauma-informed employer, ensuring the five principles of the Trauma-informed Wales Framework underpins our work	Q4
Dysgu will publish its first Strategic Equality Plan.	Q4

OBJECTIVE 2

Ensure that national priorities, first and foremost, shape the provision of excellent professional learning that inspires personal growth and professional development for all educators.

What difference will this make:

- Dysgu will develop and deliver professional learning to address national priorities.
- Dysgu will maximise access for all school practitioners in Wales, including supply teachers, to appropriate professional development and professional learning opportunities ensuring equity of access in both Cymraeg and English.

- Success will take the form of consistently strong, evidence-informed teaching, confident and reflective leadership, professional learning that is purposeful and manageable based on clear national priorities.
- Educators who engage with Dysgu's national professional learning offer demonstrate strengthened professional capability, evidenced through changes in professional knowledge, confidence, practice and leadership behaviours aligned to the Professional Standards.
- Pedagogy will be embedded across all professional learning, based on knowledge and understanding of child and adolescent development, and developmentally appropriate pedagogy.
- Schools across Wales will be engaging in purposeful, collaborative professional learning.

What we will do	Completion by
<p>Dysgu will ensure that our professional learning offer is aligning with and progressing the key Curriculum for Wales priorities, including literacy and numeracy and curriculum and assessment design. This includes making the most of expertise seconded into Dysgu from across the education sector and the effective management of grants novated to Dysgu in this policy space. These novated grants include:</p> <p>Literacy:</p> <ul style="list-style-type: none"> • CAL:ON Cymru – Bangor University • Love Reading Cymru – Books Council of Wales • Dysgu Darllen a Darllen i Ddysgu - CYDAG • Ein Llais Ni - Bangor University <p>Mathematics and Numeracy:</p> <ul style="list-style-type: none"> • Primed for Success Primary – The Learning Partnership • Maths Support Programme - Swansea University • Primed for Success Transition - The Learning Partnership • Building number confident schools – National Numeracy 	<p>Q1 and ongoing</p>

<p>Dysgu will fund and actively manage a grant of Diversity and Anti-racist Professional Learning (DARPL) for schools and for childcare and play settings including those delivering nursery education. The work will include the development of a local authority toolkit, regional roadshows, ongoing support for leaders and continued promotion of resources. The work will also include additional data and impact reporting, to enable understanding of the impact of the programme across the education sector.</p>	<p>Q1 and ongoing</p>
<p>Dysgu will develop professional learning for developing practice and reflection, ensuring pedagogy is embedded across all professional learning, based on knowledge and understanding of child and adolescent development, and developmentally appropriate pedagogy.</p>	<p>Q2 and ongoing</p>
<p>Dysgu will respond to the findings of the independent evaluation of the Calm Classrooms, Thriving Minds programme to develop and roll-out the programme, ensuring a strong focus on expanding practitioner knowledge and understanding of the importance of child and adolescent development in supporting social, emotional cognitive and physical development.</p>	<p>Q2 and ongoing</p>
<p>Dysgu will ensure that our Professional Learning offer is designed to further embed and add value to existing key system drivers of improvement, including Schools as learning organisations (SLO), the Professional Standards for teaching, leadership and assisting teaching and Curriculum for Wales.</p>	<p>Q2 and ongoing</p>
<p>Dysgu will work with local authorities, the National Centre for Learning Welsh and others on the delivery of professional learning to support the teaching of Welsh in English-medium schools to respond to the aspirations of the Welsh Language and Education (2025) Act.</p>	<p>Q2 and ongoing</p>

<p>Dysgu will work with partners including Adnodd and Qualifications Wales to ensure appropriate professional learning is available to support the delivery of Wales’s new qualifications.</p>	<p>Q3 and ongoing</p>
<p>Dysgu will develop and deliver professional learning and opportunities for secondary teachers to enhance their subject knowledge, coherent with expectations of Curriculum for Wales, to enable them to confidently teach across a broader range of subjects beyond their specialist subjects, especially in priority areas of the curriculum (in partnership with Universities and Cydag)</p>	<p>Q3</p>
<p>Dysgu will develop and deliver professional learning to develop effective pedagogy in teaching through the medium of Welsh or bilingually, to support the implementation of the Welsh Language and Education (Wales) Act (in partnership with local authorities, Cydag and the National Centre for Learning Welsh)</p>	<p>Q3</p>
<p>Dysgu will scope and design Professional Learning in partnership with Welsh Government’s Education Improvement Team, to enable the implementation of School Improvement Guidance by supporting self-evaluation and improvement planning in schools (including evaluation through collaborative inquiry) and developing system leadership.</p>	<p>Q3 and ongoing</p>
<p>Dysgu will increase the availability of professional development and professional learning opportunities on Hwb by evaluating the usefulness of existing Professional Learning resources.</p>	<p>Q3</p>
<p>Dysgu will increase awareness of the Professional Learning resources and opportunities on Hwb, including among supply teachers.</p>	<p>Q3</p>
<p>Dysgu will ensure Hwb opportunities for Professional Learning are accessible in both Cymraeg and English and follows best practice as identified in the Adnodd guide to creating resources.</p>	<p>Q3</p>

Dysgu will develop, deliver and quality assure a national professional learning ALN programme for educators and local authority staff	Q3 and ongoing
As technology continues to evolve, including the influence of Artificial Intelligence, Dysgu will develop professional learning and practical support for educators in the effective use of digital technology to support teaching and learning	Q4

OBJECTIVE 3

Ensure strong delivery of nationally consistent and impactful professional learning so that educators are empowered as leaders throughout their careers, through formal qualifications, training and tailored support.

What difference will this make:

- Dysgu will provide robust and sustainable leadership support.
- Dysgu will work with partners to create professional learning pathways for all educators.
- Dysgu will lead the development of the professional capabilities of current and aspiring leaders in schools and youth work.
- Dysgu will work with Welsh Government, schools, local authorities, diocesan authorities and partners to provide a coherent range of high-quality professional development and professional learning opportunities in Wales for teaching assistants and teachers to further develop reflective, enquiring and collaborative education professionals.
- Dysgu will work with Welsh Government, local authorities, Medr, Estyn, Adnodd, universities and other key stakeholders to ensure that professional development and professional learning is research-led, practice-focused and responsive to the needs of school practitioners, leaders and improvement advisers and meets the identified national priorities.

- Success will take the form of consistently strong, evidence-informed teaching, confident and reflective leadership, professional learning that is purposeful and manageable based on clear national priorities.
- Educators who engage with Dysgu's national professional learning offer demonstrate strengthened professional capability, evidenced through changes in professional knowledge, confidence, practice and leadership behaviours aligned to the Professional Standards.

What we will do	Completion by
Dysgu will review all existing provision for leaders (middle, senior, executive, federated, system) to develop a coherent programme of professional development opportunities which manifests itself in a number of diverse ways (recognising that there are a number of ways in which people learn).	Q2 and ongoing
Dysgu will deliver the NPQH Wales, ensuring that the pilot programme is evaluated and revised accordingly for future cohorts.	March 2026 and ongoing
Dysgu will respond to the leadership needs of the youth work sector working in partnership with relevant national and local partners.	Q2 and ongoing
Dysgu will work with partners to develop a structured Early Career Pathway to support teachers during their initial teacher education (ITE) and their first 3-4 years of teaching.	Q2 and ongoing
Dysgu will review and refine the professional learning pathway for teaching assistants to provide opportunities for them to develop expertise in supporting learners with a range of needs. This will include work with local authorities to ensure teaching assistants are fully supported to engage with the Teaching Assistants Learning Pathway (TALP).	Q2 and ongoing
Dysgu will fund and have oversight of the National Masters and Doctorate in Education	Q3 and ongoing

Dysgu will work with partners to develop a suite of elective masterclasses, inspired by the Masters qualification in education, focusing on a number of discrete areas of learning.	Q4
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A note to conclude

Teaching, being an educator, is joyous and transformative and while change should - according to the popular theory - be Easy, Attractive, Social and Timely, **Dysgu** wants to inject Fun into the process! That offers us a FEAST of opportunity, a chance to introduce change that energises education in Wales and injects excellence and creativity into professional learning.

A thriving professional learning culture matters.

Supporting and inspiring our educators matters.

That is why **Dysgu** wants to give every educator in every school and educational setting across Wales the best possible chance of engaging in lifelong learning through excellent professional learning so they can refine their practice, spark curiosity and unlock their learners' potential.

Teaching - and learning - which inspires, each and every day.

Dysgu is ready to listen, to lead and to serve as we work together for success.

Supporting our work

We welcome any opportunity to work in partnership to deliver against national priorities and our ambitions. If you would like to explore ideas or would like to keep in touch, here are our contact details:

