



Professor Dylan E Jones
Chair
Dysgu

6 October 2026

Annwyl Dylan

Dysgu Remit Letter 2026-30

I am writing to set out the remit for Dysgu. This letter replaces your previous remit. It is intended to remain in place for the whole term of government, to be replaced once the government sets out its strategic agenda after the 2030 ordinary Senedd general election.

In issuing this letter I am mindful that Dysgu operates in the context of the same national priorities as Adnodd, and that these wholly-owned subsidiary companies, fully accountable to Welsh Ministers, will need to collaborate to plan the support our education system needs.

Strategic context

The programme for government, published on 22 September 2026, sets out this government's strategic agenda. This includes:

- Publishing and implementing a Literacy and Numeracy Plan and raising standards by establishing national targets, including a baseline assessment for learners entering school, and supporting our workforce to develop individual targets for all learners.
- Reviewing curriculum and assessment arrangements to simplify and clarify expectations for schools and settings.
- Developing a coordinated framework bringing together schools, health and social care, and youth services to address behaviour, attendance, wellbeing and educational inequality.
- Strengthening the long-term sustainability of the Additional Learning Needs system by working in partnership, including with health partners, to strengthen system clarity, capacity and workforce confidence to deliver inclusive education

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

in Welsh or English, so that children and young people receive the right support at the right time to meet their needs.

- Growing the proportion of children and young people receiving Welsh-medium education and supporting an increase in the number of teachers able to teach through the medium of Welsh.
- Working with our education workforce and social partners to make teaching an attractive, respected and rewarding career; and improving recruitment and retention by reducing workload, providing more flexibility for planning, preparation and assessment and supporting high-quality professional development for all teachers, leaders and teaching assistants.
- Strengthening safeguarding leadership and governance across education by ensuring learners and educators can recognise and report grooming, providing comprehensive digital safety and media literacy education, and ensuring safeguarding and educational standards are consistently upheld and independently scrutinised.

I am committed to securing sustained improvement in literacy and numeracy for our learners over this Senedd term. These foundational skills are crucial for learning, for work and for life and are central to our purpose as a Government. Our Foundational Literacy and Numeracy Plan sets out key areas of system-wide support for Dysgu, alongside Adnodd and other national partners, to take forward in conjunction with my officials. I am keen for Dysgu to develop and target its professional learning offer as a whole in a way that supports this aim of securing sustained improvement in literacy and numeracy.

Dysgu and Adnodd have key and complementary roles in supporting our delivery on these priorities:

- By providing high-quality professional learning within coherent career pathways, and providing support to strengthen leadership, Dysgu can ensure our practitioners are reflective, enquiring and collaborative.
- Adnodd leads and coordinates the provision of high-quality bilingual teaching, learning and assessment resources, including support for learners with ALN and early years development. Adnodd's work provides essential support to the realisation of the Curriculum for Wales, to learner progression and to the achievement of approved qualifications across the 3-19 continuum.

Dysgu's provision, alongside Adnodd's, should aim to improve standards in teaching, learning, and assessment, and advance equity and inclusion by removing barriers to engaging and progression in learning. It should equip practitioners to offer high-quality learning experiences that lead to improved outcomes and opportunities for learners, and support well-being, attendance and behaviour. Providing this support for practitioners should help ensure their workload is manageable, their well-being is promoted, and they have opportunities to develop, so teaching remains an attractive career.

Dysgu is also key to implementing our vision for collaborative [school improvement](#). Consistent, high-quality national professional learning, alongside support from local authorities and other partners, should equip schools – as learning organisations – to work collaboratively to raise standards and improve outcomes for all learners across Wales.

The revised [professional standards](#) for assisting teaching, teaching and leadership should be core to Dysgu's offer. Dysgu should enable practitioners to actively engage in continuous professional learning, deepening their knowledge, understanding and skills through reflection and enquiry; and Dysgu's programmes should be designed to enable practitioners to meet, and progress against, the professional standards. Dysgu should ensure that the entirety of the professional learning offer is founded explicitly on the professional standards, and ensure that practitioners understand how the professional learning that they are engaging in supports their development in relation to the professional standards.

Dysgu's work should also take account of the Equality Act 2010 and the Anti-racism Wales Action Plan, the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Curriculum and Assessment (Wales) Act 2021, the Tertiary Education and Research (Wales) Act 2022, the Welsh Language and Education (Wales) Act 2025 and the Cymraeg 2050 strategy, the Well-being of Future Generations (Wales) Act 2015, and British Sign Language (Wales) Act 2026.

Objectives

Dysgu's work will need to achieve the objectives specified within its Articles of Association, published on the Companies House website.

These objectives relate to providing research-led, evidence-based, practice-focused and responsive professional learning and leadership support for school practitioners and other education professionals, to support the implementation of our national priorities.

The Articles of Association also specify that Dysgu may undertake any action that the Welsh Government deems necessary or desirable to further their objectives.

Strategic Priorities

The Annex to this letter sets out the strategic priorities which should steer Dysgu's work for 2026-30. The requirements identified in Dysgu's Funding Letter for 2026-27 remain in place.

Scope of provision

Dysgu's provision should support teaching, learning, learner progression and assessment across all Curriculum for Wales education settings including all maintained schools, Pupil Referral Units, education other than at school provision, and non-maintained nursery settings from the early years onwards. This does not include independent schools. Dysgu will work with the Welsh Government and all types of schools and settings to understand the distinct needs of relevant practitioners, and work to meet these over the period of this Remit. Dysgu's provision should be appropriately tailored to reflect the needs of different sectors and contexts, such as settings with a religious character, pupil referral units, special schools, and schools in all language categories.

Dysgu should aim to maximise access to its provision, including for supply staff, ensuring equitable opportunities to engage. The support should be equitably available and accessible in Welsh and English. The Welsh-language provision should be responsive to the requirements of the Welsh Language and Education (Wales) Act 2025, and Dysgu should work in close partnership with the National Institute for Learning Welsh (Athrofa) from its establishment on 1 August 2027 to support effective implementation of the Act.

Dysgu is not expected to deliver professional learning for further education practitioners. However, Dysgu and Medr should work in close partnership to share best practice and ensure the professional learning offer for educators in schools and further education is coherent, to support effective transition and improved learner outcomes.

Dysgu is not required to develop dedicated professional learning provision for the youth work sector, but should aim to:

- Promote collaboration between youth work practitioners and other education professionals
- Promote access by youth workers – especially youth work leaders – to Dysgu’s provision where it is appropriate, relevant and supports professional practice and develops leadership amongst adds value for youth workers and other participants
- Ensure coherence with the dedicated youth work workforce development programme, by working in close partnership with ETS Wales which manages the programme (arrangements may change as work developments on the establishment of a national body for youth work develops).

As part of specific programmes, dedicated provision for other groups may be specified in Dysgu’s annual Funding Letters. In 2026-27 this includes professional learning for school improvement advisers, local authority staff in relation to ALN and early years advisory teachers, and access for system practitioners to the Masters and Doctorate in Education. In future it could include school governors and other groups.

Partner roles

Dysgu and Adnodd are key organisations in our Welsh education system alongside other partners, including schools, settings, local authorities, diocesan authorities, Estyn and the Welsh Government. Delivery of this Remit will require effective collaboration between Dysgu, Adnodd and all partners. Their respective roles are outlined in the School Improvement Guidance.

Dysgu and Adnodd are responsible for leading and coordinating the design and delivery of nationally consistent, high-quality support for teaching and learning. I expect both organisations to work together to ensure complementary provision with maximum impact. This includes Adnodd creating, developing and sharing appropriate teaching, learning and assessment resources to support Dysgu’s professional learning offer in a coherent and timely manner.

I expect Adnodd and Dysgu to collaborate with our Education Improvement Team and other organisations, especially local authorities and Estyn, to identify system needs and to design and deliver provision to meet the needs of practitioners. I expect partner

organisations to complement and align with the national provision, and not to duplicate or diverge from it.

Local authorities will play a crucial role in collaborating with Dysgu to facilitate and embed the delivery of some elements of the national professional learning offer, while not duplicating the national offer or diverging from it, including:

- delivering the nationally agreed induction programme for newly qualified teachers and the Teaching Assistant Learning Pathway
- complementing and embedding some national programmes, for example in relation to curriculum support, and support for teaching Welsh as a subject in our English-medium schools and settings.

Through these complementary roles, Dysgu, Adnodd and their partners should work together to ensure a coherent, high-quality national support system that improves practice and outcomes for all learners.

Organisational plans

In line with the Framework Document in place between the Welsh Government and Dysgu, you are required to submit for agreement within three months of receiving this remit letter updated plans setting out how you will achieve your strategic objectives.

Dysgu is required to produce a corporate plan, developed within the policy framework set by the Welsh Government, in the context of the Well-being goals, to cover the period of the strategic agenda and provide a clear long-term approach to delivery. This should be submitted alongside the business plan.

Dysgu may also wish to consider whether any changes to operational planning are required in response to this letter. Operational plans are normally formulated in response to the annual funding letter for Welsh Government agreement each year.

Funding

Dysgu's 2026-27 Funding Letter provides a resource budget of £16,325,000. Funding Letters may be updated in-year, for example to provide funding for additional requirements.

Funding for 2027-28, 2028-29, and 2029-30 will be subject to Welsh Government budget processes and decisions by Senedd Cymru. This means that:

- Additional funding may be provided for additional requirements, to be specified in future Funding Letters
- Funding may reduce if activities are no longer required, or activities can be reduced in scope or reach; activities may need to be paused or delivered in a phased way
- Funding may not be provided for all activities included in the Annex
- Dysgu may be asked to identify efficiency savings in its operations and delivery.

Any funding changes will be discussed between Dysgu and my officials in the first instance and well in advance of the financial year(s) to which they relate.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Anna Brychan'.

Anna Brychan AS/MS

Gweinidog y Cabinet dros Addysg a'r Gymraeg

Cabinet Minister for Education and the Welsh Language

Dysgu: strategic priorities for 2026-30

- 1. Developing Dysgu as an effective, strategic, collaborative and learning organisation, including:**
 - Operating with robust governance, including a fully functioning Board and a sufficiently resourced executive function.
 - Meeting all legal, financial and employment requirements as a company, including having all necessary management policies in place.
 - Fulfilling the requirements set out within the Welsh Government Framework Document and working effectively in partnership with the Welsh Government.
 - Articulating a clear vision and plan for delivery through a business plan, corporate plan and operational plan.
 - Maintaining productive relationships with key partner organisations and stakeholders, and collaborating where appropriate.
 - Maintaining a responsive online and social media presence which ensures Dysgu's professional learning offer is communicated clearly and coherently to practitioners.

- 2. Ensuring Dysgu's provision is responsive to the needs of learners, practitioners and the education system, fully aligns with Welsh Government policy, and is evidence-led, high-quality and impactful, including:**
 - Developing and implementing robust arrangements for quality assurance and impact monitoring, including collection of evidence on the quality, impact and reach of all provision.
 - Developing and implementing robust arrangements for evaluation of Dysgu's offer, to inform the development of future provision.
 - Engaging with practitioners and other intended recipients of Dysgu's provision (including learner groups), and with key partners such as the Welsh Government (including the Education Improvement Team), Estyn, Adnodd, Cwlwm and local authorities, to establish a system understanding of professional learning needs, and to ensure Dysgu's provision is responsive to practitioners' needs.
 - Making full use of Hwb to ensure Dysgu's professional learning and support offer is clearly promoted and made available to practitioners on a single platform, and promoting existing Hwb resources and professional learning to practitioners.
 - Ensuring practitioners have access to a digital platform to support ongoing reflections on practice, supporting individual and collaborative enquiry

activities and, through the use of the relevant professional standards, identifying and capturing their professional learning needs (including the accrual of postgraduate academic credits). This is not included in Dysgu's 2026-27 funding letter and will be subject to further policy development and scoping work in partnership with Dysgu and others before Dysgu will be expected to develop and deliver provision.

- Producing high-quality professional learning provision and resources to be hosted on Hwb, and quality-assuring new and existing professional learning and resources developed for Hwb by other partners.
- Collaborating with Adnodd and other providers of Welsh Government funded national support to ensure professional learning provision and resources are complemented by appropriate teaching, learning, and assessment resources in response to identified needs.
- Ensuring Dysgu's provision is made available to supply practitioners, early years and EOTAS practitioners, youth workers and others, where this is appropriate and practicable.
- Ensuring Dysgu's provision is available in both Welsh and English, accessible to practitioners wherever in Wales they are based, and takes into account accessibility requirements of practitioners.
- Taking account of practitioners' workload, and schools and settings' ability to release practitioners, when planning the provision.

3. Delivering professional learning and support for practitioners as part of coherent career pathways, including:

- Support for teaching assistants, including collaborating with partners on the continued development and delivery of the Teaching Assistants Learning Pathway and Higher Level Teaching Assistant status, and providing opportunities for TAs to develop expertise in supporting learners with a range of needs.
- Support, as part of a structured early career pathway, for all teachers as they transition from initial teacher education (ITE) into their first 5 years of teaching, including collaborating with partners on the continued development and delivery of the national induction programme for Newly Qualified Teachers.
- Support, as part of a leadership career pathway, for aspiring and current school leaders, including development and delivery of the National Professional Qualification for Headship (NPQH) and programmes for middle leaders and senior leaders, including experienced leaders. This provision should ensure they are supported and encouraged to progress along the leadership pathway, and develop expertise in a range of areas, including effective self-evaluation and improvement planning.
- Support for practitioners to engage in research, enquiry and professional development through the National Masters and Doctorate in Education.

- Supporting the career pathways with a programme of coaching and mentoring, ensuring that practitioners are able to access high-quality mentoring as part of their ongoing professional development and that practitioners recognise the professional benefits of undertaking a coaching and mentoring role within their school or setting. This is not included in Dysgu's 2026-27 funding letter and will be subject to further policy development and scoping work in partnership with Dysgu and others before Dysgu will be expected to develop and deliver provision.
- Supporting the implementation of school improvement arrangements through professional learning to support self-evaluation, improvement planning, collaborative inquiry and system leadership framed within the Schools and Learning Organisations model.
- Supporting the development of a consistent, sustainable range of approaches to professional enquiry for practitioners to strengthen evidence-informed practice, ongoing professional reflection, professional learning and school improvement, and to embed enquiry cultures in all schools as part of the Schools as Learning Organisations model, building on the learning from the National Approach to Enquiry in Schools pilot. This is not included in Dysgu's 2026-27 funding letter and will be subject to further policy development and scoping work in partnership with Dysgu and others before Dysgu will be expected to develop and deliver provision.
- Ensuring Dysgu's provision is embedded within coherent career pathways, and practitioners can see clearly what professional learning is available for their stage of professional development and to support their future career aspirations.
- Support for governing bodies to understand their role and operate effectively, in response to the findings of the ongoing review of school governing bodies, which will consider the availability, accessibility and effectiveness of training and guidance for governors. This is not included in Dysgu's 2026-27 funding letter and will be subject to further policy development and scoping work in partnership with Dysgu and others before Dysgu will be expected to develop and deliver provision.

4. Delivering professional learning and support to raise standards in teaching and learning, including:

- Support that takes forward professional learning as a key element to the successful implementation of the Foundational Literacy and Numeracy Plan, including support for practitioners in embedding literacy and numeracy across the curriculum.
- Support to progress other key Curriculum for Wales professional learning priorities, transitioned to Dysgu in a phased way during the period of this Remit, including curriculum and assessment design, the teaching of computing and digital learning, well-being, relationships and sexuality education, democratic education, international languages, science, foundation learning, creative learning and the humanities.
- Support for secondary teachers to enhance their subject knowledge, coherent with expectations of the Curriculum for Wales, to enable them to

confidently teach across a broader range of subjects beyond their specialist subjects where appropriate, especially in priority areas of the curriculum.

- Work with partners to ensure professional learning is available to support delivery of new qualifications.
- Support for practitioners to enable effective and appropriate use of AI and digital technology to enhance teaching and learning, and reduce workload.
- Support to develop practice and reflection, and effective pedagogy, based on evidence-based knowledge and a clear understanding of child and adolescent development, and developmentally appropriate pedagogy.
- Support to develop effective pedagogy in the teaching of Welsh in English-medium schools and settings, and in teaching through the medium of Welsh or bilingually, to enable implementation of the Welsh Language and Education (Wales) Act.

5. Delivering professional learning and support to enable schools and settings to embed inclusive, equitable and relational approaches, so that all learners feel valued, supported and able to succeed, leading to improved well-being, attendance and behaviour, including:

- Enabling schools and settings to build their capacity to support learners with additional learning needs (ALN) and implement the ALN system effectively. This will include embedding the ALN Code, person-centred practice and early identification; strengthening high-quality teaching and learning including high-quality additional learning provision; and supporting targeted leadership professional learning for ALN Co-ordinators, with accessible provision across Welsh- and English-medium settings.
- Alongside professional learning for the teaching of well-being as a curriculum area, support to implement and embed trauma-informed practice, enabling schools to reduce the negative impact of trauma experiences and support positive mental and physical health outcomes for learners and staff.
- Support to expand practitioner knowledge and understanding of mental health, neurodiversity, and the importance of child and adolescent development in supporting social, emotional, cognitive and physical development, including through programmes such as Calm Classrooms, Thriving Minds and through Enabling Learning within Curriculum for Wales.
- Support to embed anti-racist principles in schools and settings, ensuring that this provision is fully aligned with national priorities and embeds an enquiry-based approach to professional learning.
- Support to strengthen safeguarding leadership and governance across education, ensuring learners and educators can recognise and report grooming, and ensuring safeguarding and educational standards are consistently upheld. This is not included in Dysgu's 2026-27 funding letter and will be subject to further policy development and scoping work in partnership with Dysgu and others before Dysgu will be expected to develop and deliver provision.

- Support to address behaviour, attendance and wellbeing, including reporting of incidents and information sharing between schools, as part of a coordinated framework bringing together schools, health and social care, and taking account of wider societal issues. This is not included in Dysgu's 2026-27 funding letter and will be subject to further policy development and scoping work in partnership with Dysgu and others before Dysgu will be expected to develop and deliver provision.