

OVERVIEW OF MAIN STRANDS OF ACTIVITY

SUPPORT FOR GOVERNORS



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



Background & objectives

Background and objectives

CSC support for governors recognises that governing bodies play a fundamental role as the first as the first line of accountability for their schools and communities by providing the necessary challenge and support for headteachers to lead their schools effectively. Governors have an enormous capacity to have a positive influence on school improvement. CSC continues to provide a range of evidence informed professional learning opportunities, support and guidance that is easily accessible to governors from schools across the CSC region.

**What have we
done this year?**

What have we done this year?

CSC Self-Evaluation Toolkit

The CSC Self-Evaluation Toolkit, developed in collaboration with LA governor support officers, members of CSC Governor Stakeholder Group and the CSC school improvement team, has been implemented across the region following a valuable pilot phase. The toolkit is supporting governors in:

- Identifying developmental priorities and skills gaps
- Enabling the most effective allocation of governors to governing body roles/committee memberships based on their skill sets
- Identifying areas of development that could be used to inform the School Development Plan/School Improvement Plan.

Launched in spring 2022, the toolkit has been shared at a variety of forums, including local authority headteacher meetings, governor briefings, improvement partner staff development sessions and via CSC's Regional Leads for Governance (RLGs) through their work with school governing bodies. This CSC Self-Evaluation Toolkit has been made available through the the CSC website and regularly promoted by Improvement Partners in their discussions with school leaders.

Professional Learning

CSC delivers all the mandatory professional learning for governors on behalf of the five local authorities. Local Authority officers are provided with the professional learning offer and distribute this to every school governor. In addition to mandatory training, CSC also provides professional learning for governors in relation to key areas of the national reform agenda e.g., Curriculum for Wales updates, Enabling Equity and Excellence, Well-being and Schools as Learning Organisations. Professional Learning is delivered by our School Improvement Partners in conjunction with our Regional Leaders of Governance (RLGs). This partnership offers the expertise of both the strategic team and highly effective practitioners. CSC have widened the number of Improvement Partners engaged in the delivery of training to ensure equity of workload.

During 2021-2022 CSC delivered the following mandatory Professional Learning sessions:

- **x13** Understanding the role of data
- **x15** New Governor Induction
- **x6** New Chairperson Induction

Additional Professional Learning provided:

- **x3** Enabling Equity & Excellence Update Session
- **x2** ALN Update
- **x6** Introduction to Coaching Skills
- **x3** The Well-being of School Staff - the role that Governors can play
- **x3** Schools as Learning Organisations Update
- **x2** Curriculum for Wales Q&A
- **x1** Developing Welsh in Education
- **x2** Introduction to the Self-Evaluation Toolkit
- **x2** Headteacher Performance Management

During 2021-22, all governor professional learning sessions continued to be delivered remotely in line with governor preference. Delivery of professional learning through the online model is continuing to pay dividends as governor engagement remains positive and is at a three-year high.

Governor Stakeholder Group and Governor Leads Group

The Governor Stakeholder Group is a core element of the overall governance structure of CSC and plays a key role in the evaluation and scrutiny of the organisation. The Governor Steering Group is made up of governor representatives of each local authority. The Governor Leads Group is made up of governor support officers from each of the five local authorities. On a termly basis, the chair of the Governor Stakeholder Group attends a meeting of the Partnership Board with all chairs of the CSC governance groups.

Regional Leaders of Governance (RLGs)

Thirteen Regional Leaders of Governance, who are highly effective governors with extensive experience, are available to provide strategic and operational support for schools where governance is identified as an area for improvement. The school's CSC Improvement Partner, in collaboration with the headteacher, the school's governing body and the local authority, is responsible for identifying and brokering support by an RLG. Deployment of these RLGs has been slower than planned due to the ongoing impact of the pandemic during 2021-22. In 2021-22, 8 schools across the CSC region were supported by Regional Leaders of Governance.



**What evidence of
impact do we have?**

What evidence of impact do we have?

CSC Self-Evaluation Toolkit

RLGs have reported that the Self-Evaluation Toolkit is effective in identifying strengths and areas for development within a governing body. They have identified that it could be used to inform ongoing improvement for governors; for example, as a three-year action plan or in a more bespoke approach focused on specific strands within the toolkit. Our RLGs are supporting the rollout of the toolkit to strengthen the school governance. The toolkit is also available on the CSC website and to date there has been favourable engagement with the resource (345 views).



Professional Learning

Following each professional learning event, attendance registers are collated and course evaluations are completed by delegates.

As can be seen in Table 5, delivery of professional learning through the online model is continuing to pay dividends as governor engagement remains positive, with attendance in 2021-22 being at its highest over the last three years.

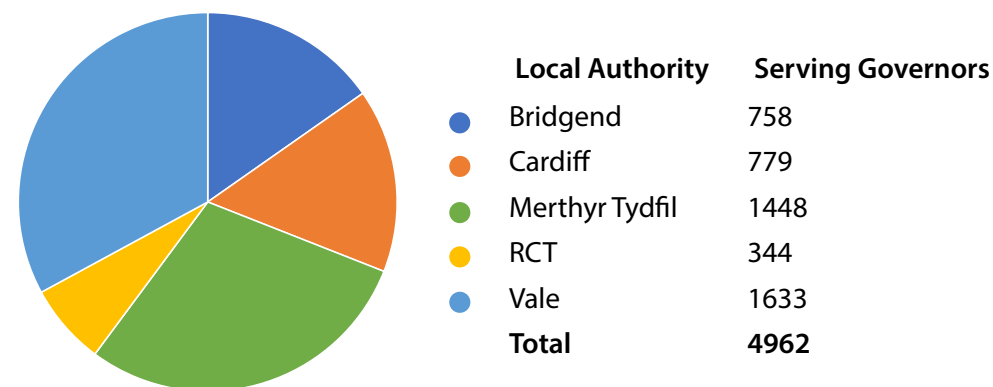
Table 5: Summary of Attendance at Governor Professional Learning

Local Authority	Sum of 2019-2020	Sum of 2020-2021	Sum of 2021-2022
Bridgend	82	214	99
Cardiff	213	459	852
Merthyr Tydfil	36	102	135
RCT	116	401	468
Vale	133	226	354
Total	580	1402	1908

Whilst attendance at governor professional learning is at a three-year high, a concern to note is the number of bookings made that are then not attended. In 2021-22, **39%** of governors who signed up for professional learning sessions did not attend. This information is fed back to local authority leads on a monthly basis.

There are **4962** governors across the CSC region as of 15th February (PLASC 2022).

Table 6: Number of Serving Governors by Local Authority



All new governors attend the mandatory professional learning (New Governor, Understanding Data and New Chair of Governors). All other professional learning is available for governors to access when and if they require. Below is a summary of course evaluations:

Table 7: Analysis of Evaluations Received from Governors who have attended Mandatory Professional Learning.

	The PL provided content relevant to their role	They will make adjustments to their practice based on their learning	They did not anticipate any barriers to applying their learning
New Governors	96.5%	93.5%	92.9%
New Chair of Governors	92.8%	85.7%	78.6%
Understanding Data	96.4%	89.7%	73.8%
Average	92.9%	89.7%	81.8%

- Overall, **92.9%** of respondents stated that the professional learning was relevant to their role, with **89.67%** stating that they would make adjustments to their practice based on their learning.

- **81.79%** of respondents did not anticipate any barriers to applying their learning. The most likely barrier was 'not enough time to embed', with 4.7% of respondents stating this as an issue.

Governor Stakeholder Group

In 2021-22, CSC has continued to work with both groups to inform the strategic direction of governance across the region. For example, during the spring term of 2022 the individual 'Terms of Reference' (ToR) for both groups were revisited and meeting agendas structured to meet these requirements. There had been a high focus on professional learning in previous meetings and there was a need to ensure these groups meet the requirements of the ToR and had an impact on the governance of CSC. These meetings have evolved and become more structured; all governance groups now share a common thread of agenda items. In addition, the Governor Stakeholder Group provides support and challenge to the self-evaluation report of CSC and attends a workshop with Chief Executives across the region to review the outcomes of self-evaluation and approve the recommendations for development.

Regional Leaders of Governance (RLGs)

RLGs co-facilitate with Improvement Partners (IPs) some of the governor professional learning sessions bringing their expertise and first-hand experiences. RLGs were enthusiastic to in having the opportunity to collaborate with Improvement Partners in co-facilitating professional learning. RLG engaged with facilitator training in the spring and summer terms of 2022 in order to be able to co-deliver professional learning with IPs. Feedback from Improvement Partners delivering these sessions indicate that the RLGs bring a valuable dimension to discussions which enrich the sessions. This viewpoint is also supported by governors attending the sessions.

Half-termly network meeting have continued in 2021-22. These meetings allow RLGs to share good practice and updates. RLG's have also been offered places on the National Coaching and Mentoring Programme via Results Driven Group to support their role.

Deployment of RLGs in 8 schools across the CSC region is ongoing and the impact will be evaluated at deployment end.

Next steps

Next steps

- Further develop the knowledge and skills of RLGs through appropriate professional learning.
- Complete a full and formal evaluation of the impact Regional Leads for Governance at the end of the financial year.
- Promote appropriate deployment of RLGs meet governance needs across the region. This will be delivered as part of the new CSC Bespoke process.
- Develop a 3-tiered pathway programme of professional learning for all governors that builds on CSC's existing offer.

Case study

Background & Context

- The governing body of the school has undergone significant change in the past few years with an 80% turnover.
- A new chair and vice chair were appointed in September 2021.
- Governors' understanding of their strategic role needed to be developed.
- Governor uptake on mandatory training was very low.
- A new headteacher joined the school during 2021-22.
- The work of the governor committees was underdeveloped.



Support – What did we do?

A Regional Leader of Governance (RLG) was assigned to work with the governing body with the aim of:

- Coaching and mentoring the new chair and vice chair (the RLG is a recognised coach) to develop their confidence and leadership skills
- Building meaningful relationships with the acting and permanent headteacher in order to aid a smooth transition in school leadership
- Strengthening relationships between governors and key stakeholders

As well as meeting regularly with school governors, the RLG met half termly with the stakeholders including the LA Principal Improvement Partner and School Improvement Partner to share progress, barriers and next steps. In addition to the planned meetings, there was also regular and informal contact as when needed between the RLG and Improvement Partner. The RLG also maintained regular contact with CSC governor professional learning teams. CSC officers have also been providing regular updates to the LA governor support officer.

Due to the fragile nature of the governing body and many vacancies, the RLG supported the school to recruit governors and provide appropriate professional learning to the governing body.

Impact – How do we know it worked?

- Over the course of the year, the RLG has worked closely with all stakeholders and successfully stabilised the governing body. This has involved supporting a new chair and following their subsequent resignation, supporting the governing body to appoint a further chair of governors. The new chair is an experienced governor who understands the statutory responsibility of the governing body.
- Through the RLG's bespoke support, governors are beginning to understand better their strategic role in holding the school to account.
- Nearly all governors have now accessed the mandatory professional learning offer and continue to receive support on how to challenge and support the school effectively.
- The new chair and vice chair are showing confidence in their roles and school governance is beginning to fulfil its legislative and strategic duties. The RLG will continue to support them in meetings in an observation and guidance capacity.
- Relationships between governors and the new headteacher are developing and expectations on accountabilities are clearer for all.
- Working with the chair, the RLG has reviewed and re-organised the work of the committees, modelling effective working practices and challenging school leaders. This has included setting up leadership, finance, curriculum and well-being committees. Each of the committees now has clear terms of reference.
- The RLG has reviewed the support of the governing body clerk and made clear recommendations for improvement.

Next steps

Although significant work has been done to stabilise and develop the governing body during 2021-22, the RLG will now continue to support the school into 2022-23 and build on this important work as follows:

- Develop the strategic role of governors through the newly set up committees.
- Develop governors' understanding of Welsh Government's school improvement guidance and accountability framework and the implications for them as governors.
- Improve the effectiveness of the clerk to governing body.
- Support the chair to fully implement the governors' self-evaluation toolkit.

In addition, the RLG will continue to work closely with relevant stakeholders, including the Improvement Partner and Principal Improvement Partner, to monitor progress.



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Grymuso ysgolion i wella deilliannau i bob dysgwr

Empowering schools to improve outcomes for all learners

OVERVIEW OF MAIN STRANDS OF ACTIVITY

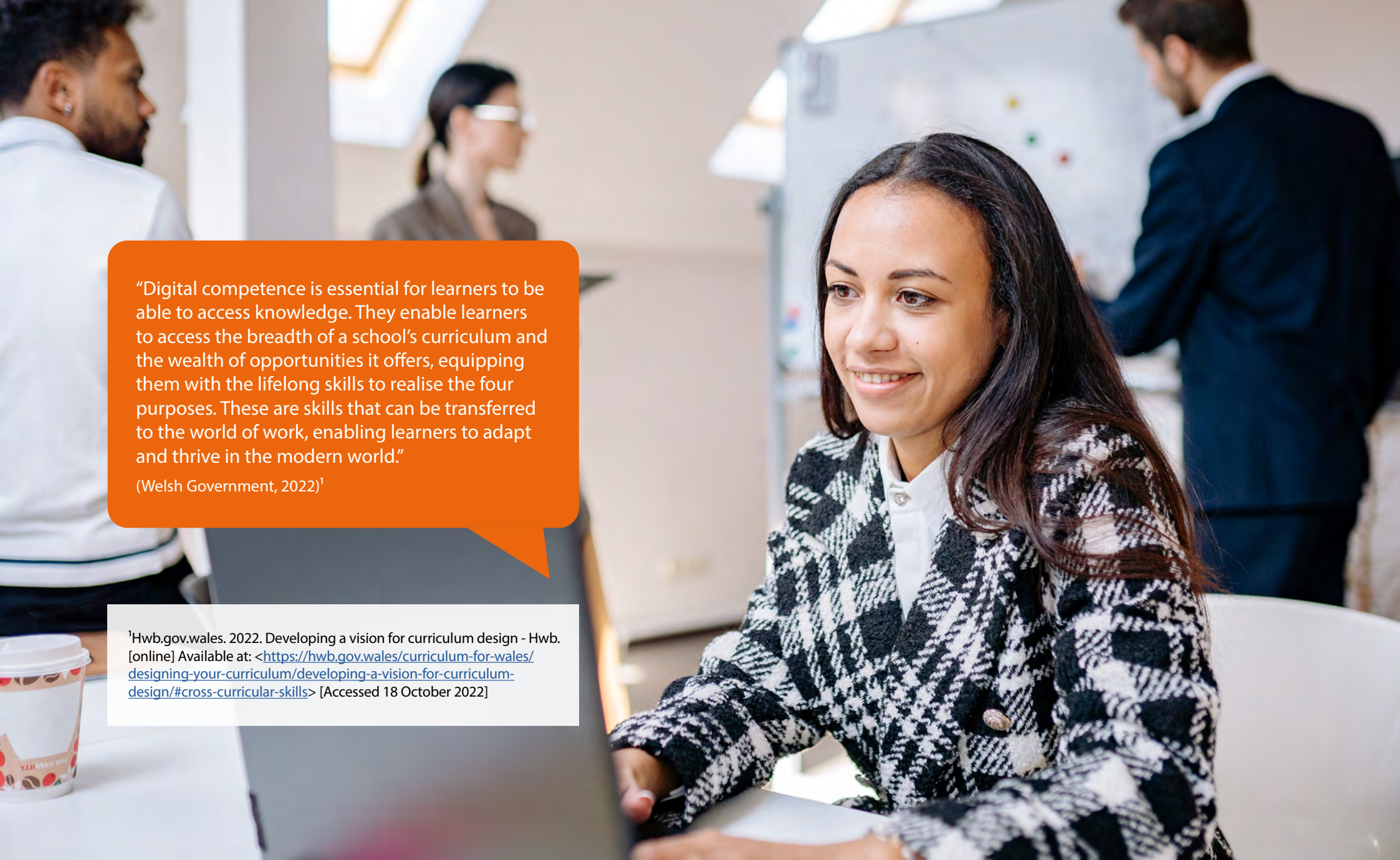
DIGITAL LEARNING



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“Digital competence is essential for learners to be able to access knowledge. They enable learners to access the breadth of a school’s curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.”

(Welsh Government, 2022)¹

¹hwb.gov.wales. 2022. Developing a vision for curriculum design - Hwb. [online] Available at: <<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills>> [Accessed 18 October 2022]

Background & objectives

Background & objectives

Provision and standards of digital learning have been a high priority for Welsh Government, regional consortia and local authorities, as well as all schools across Wales, as detailed in the requirements of the [Curriculum for Wales](#) and the [Digital Professional Learning Journey](#).

Digital learning provides pupils with the fundamental skills they need to thrive in an ever-evolving technological world. CSC has a key role to ensure the success of digital learning in schools across the region. Ensuring digital skills gained by the workforce are maintained and increased post-pandemic has been a key objective for CSC. We provide synchronous and asynchronous professional learning to increase knowledge and understanding of:

- Application and development of cross-curricular digital skills
- Application and development of the use of technology to enhance pedagogy

CSC facilitates school-to-school collaboration and networking to develop and share best practice for digital teaching and learning.

Additionally, our network meetings provide opportunities for primary and secondary digital leaders and practitioners across all settings, to receive the most up-to-date national and regional news and support for the use of Hwb tools and resources to disseminate across their schools.

Digital resilience is a crucial element of digital learning to ensure the safe use of all platforms by both teachers and pupils. CSC develop professional learning opportunities in partnership with the Welsh Government digital resilience team, to support schools in considering their approach to online safety. CSC aim to:

- Share effective practice resulting from uptake of national platform resources
- Upskill digital leaders, highlighting responsibility for providing learning opportunities to ensure pupils are digitally resilient. Also, encouraging them to reflect on their practice and disseminate knowledge and understanding with practitioners at their schools so they can apply learning to their own practice

**What have we
done this year?**

What have we done this year?

We have continued to provide bespoke support to schools across the region that were identified as a development priority. Each of these schools received tailored support in developing digital leaders, provision for cross-curricular digital skills and the use of technology to enhance pedagogy. In addition, we have added to our broad range of professional learning that complements our direct support. The wide range of webinars and asynchronous professional learning opportunities made available to support teaching and learning has been increased. We have increased the range of materials created by schools in partnership with CSC that exemplify application and development of cross-curricular digital skills. Participating schools have applied the learning gained from participating in the projects in their approaches to digital pedagogy. The materials they produced have been shared and are available to all schools across the region. Materials produced by the schools represent digital learning across all age ranges and school settings; this allows effective pedagogy to grow. Examples of such are a [podcast](#) exploring how animation can be used to enhance teaching and learning, and ways to enhance teaching and learning of the data and information literacy element of the Digital Competence Framework (DCF) through Humanities, Health and Well-being contexts: see [here](#). Following each synchronous professional learning activity, materials were made available on demand. For example, resources to support specific digital applications can be found [here](#) and a further selection to support pedagogical approaches [here](#).



Our area evaluation and feedback from school practitioners has identified that cross-curricular digital skills, particularly collaboration, and data & computational thinking as defined in the DCF, needed further development regionally. As such, we provided opportunities for practitioners to work in partnership with CSC, to receive professional learning on these aspects of the DCF and exemplify this learning to share with other schools across the region. Additionally, it has been paramount that we considered the effective practice deployed over the past year that can be used to enhance teaching and learning post-pandemic. Therefore, we provided opportunities in our network sessions for schools to share best practice to allow pedagogy to grow. Nearly all attendees reported that the sessions were beneficial to their role in school. A majority told of their intention to share learning with colleagues at school and most would recommend the professional learning to others.

Following direct request from schools, CSC developed asynchronous materials that give guidance on the collaborative features across a range of digital applications. The guidance has been illustrated with exemplar materials from schools across the region. To date, **502 practitioners have engaged with this resource**, which highlights the tools that can be utilised to allow pupils to collaborate. Professional dialogue with digital leaders and the data of Hwb usage, indicates that pupil collaboration increased during the year; pupils are aware of a range of electronic communication methods and can choose the most suitable methods to collaborate for the purpose of their task.

Further professional discussions with practitioners about digital learning, highlighted the need for exemplification of innovative and creative use of digital skills in cross-curricular contexts. We acted upon this by facilitating the schools' collaborative **Digital Rich Tasks Project**. This project produced a resource for schools by schools exemplifying innovative, cross-curricular rich tasks, drawing on a range of digital skills and real-life contexts. This has been **engaged with 663 times** to date and has demonstrated to participants the broad possibilities that can be delivered via the national platform (Hwb) applications. Participating practitioners have enhanced their pedagogy, having knowledge of 'the best tool for the job' and provided increased opportunities for pupils to access a wide range of applications to apply a broad range of digital skills across the curriculum.

Previously, it was identified that there was a distinct lack of supporting materials to support the development of digital skills within the Foundation Phase, particularly in the Welsh context. The **Foundation Phase Digital Project** was developed in partnership with schools, including Welsh Medium schools to support the Welsh dimension, and has been **accessed over 500 times** to date. Many practitioners reported that the professional learning improved their subject knowledge and improved their practice.

**What evidence of
impact do we have?**



What evidence of impact do we have?

Those accessing professional learning had the opportunity to evaluate each programme.

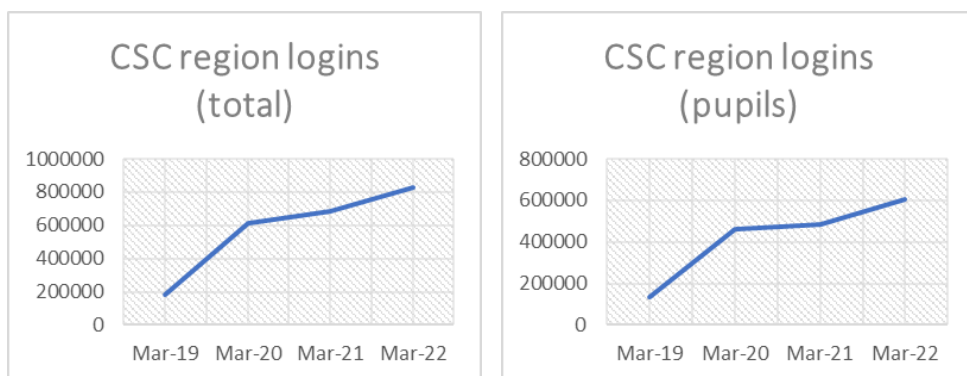
- **Nearly all** attendees for digital professional learning reported that their knowledge of subject matter had been enhanced through engaging with the provision.
- **73%** of participants agreed that the professional learning was appropriate to needs and level of skill.
- **67%** of participants reported that the professional learning provided content that is relevant to their daily job.
- **80%** of participants stated they would recommend the professional learning to others while very few (7%) felt the professional learning was not relevant to them.
- Further evaluative data showed **73%** of attendees intended to share their professional learning with colleagues.
- A majority of **60%** indicated their intention to discuss professional learning with senior leaders in school.

As a result, developing approaches to digital learning has been a high priority for participating school leaders with half of schools expressed that they would create short- and long-term goals to change their practice. This demonstrated that provision for cross-curricular digital skills has been monitored, evaluated and actions raised for continuous improvement. These schools have ensured that they plan for a broad and balanced curriculum to develop pupils' digital skills. Where schools have shared the learning across the school, they report the increased use of technology that continues to develop pupil digital skills progressively.

All professional learning delivered by CSC's Digital Learning team aims to promote the Hwb national platform and its further adoption. Responding to school feedback which indicated the need to further explore applications on offer via Hwb, professional learning was designed and delivered to upskill practitioners across the region in the use of several applications on Hwb. As a result of this, teaching has been enhanced using Hwb tools and has increased opportunities to support all groups of learners across the curriculum.

Hwb usage has continued to increase significantly across the region, which demonstrates practitioners are utilising the professional learning gained from CSC to improve teaching and learning. This is illustrated in the following graphs:

Graph 1: Hwb Login Data



To raise awareness of professional learning and bespoke support opportunities, the dedicated Digital Learning Twitter account is used to communicate directly with practitioners across the region.

 The [CSC Digilearn](#) account has **364 followers**, with CSC schools mentioning us in their tweets up by **654.5%**.

By virtue of interactions on Twitter, practitioners in our schools receive direct links to new items in our professional learning offer and teaching and learning resources that are available to support them directly in the classroom. For example, within two days of promoting the Digital Leadership Level 1 professional learning event on Twitter, **bookings increased by 37%**. As a result, an increased number of practitioners will engage in activities to develop their leadership skills and enhance practice in their setting. All regional professional learning opportunities align with the principles of the Digital Professional Learning Journey and the Professional Standards for Teaching and Leadership. Participating in the offer increased knowledge and understanding of:

- The digital learning and the Digital Competence Framework (DCF) responsibilities within Curriculum for Wales.
- Platforms available through Hwb to improve teaching, learning, and leading of digital skills e.g., 360Cymru and 360safe.
- The provision for cross-curricular digital skills and how their provision can improve outcomes for all learners.

Next steps

Next steps

As schools begin to implement Curriculum for Wales, we have identified the opportunity to build on the progress of schools' curriculum design work by tailoring support for digital learning to local contexts. Digital learning will be integral to the Curriculum for Wales bespoke support offer and wider Curriculum and Assessment networks. Asynchronous learning will continue to be available to focus on progression, aligned with the revised Digital Competence Framework. This will ensure all CSC schools have a shared understanding of digital skills within their local curriculum design.

In addition, collaboration opportunities will be provided to support practitioners across the region to map digital skills across their curriculum. The outcome of this will be shared widely through our networks, and as asynchronous materials on our website. This will allow school leaders to deepen their understanding of the process of planning for cross-curricular digital skills within their local curriculum.

Professional discussions with practitioners about digital learning have highlighted the need to exemplify the DCF Citizenship strand. The Citizenship project will support schools' understanding and approaches to developing the curriculum. School leaders and practitioners will increase their knowledge of this strand of the DCF and have access to a range of innovative resources detailing Citizenship across a range of curriculum areas.

Further programmes and materials are required to support schools make provision for Careers and work-related experiences (CWRE).

"Learning about CWRE is fundamental to developing skills for work and life. This helps learners to understand the relationship between their learning and the world of work"

(Welsh Government, 2022)

Working in collaboration with external partners we will develop rich and varied examples of how data and information literacy can be developed in real-life contexts to assist schools link CWRE and the DCF.

Digital learning in special schools has been highlighted as an area to support by CSC Improvement Partners. CSC will work in partnership with a lead practitioner to facilitate synchronous professional learning for special school settings. This will enhance the use of Hwb tools to support the needs of all pupils. A special schools' network will produce online resources informed by reading and research.

Secondary school colleagues raised the need for resources to support the new Digital Technology A level. A collaborative project will begin from the autumn term 2022. This project will create a repository of supporting resources mapped against each unit of the new qualification, to support those who are teaching this content for the first time.

Case study

Background

We are a federation made up of two primary schools. We were placed in Estyn monitoring in 2018 with ICT across the curriculum as one of the recommendations. After a year of being monitored, we were placed into 'in need of significant improvement'. We worked alongside the CSC digital team to address the recommendation. As part of this process a new digital leader was put in place and a baseline was established to determine the support required to address the recommendation.



Outline of bespoke support

Firstly, the new digital leader was supported by the CSC digital officer to establish where the school was in terms of provision, professional learning, staff expertise and resources. Next, in partnership they completed a learning walk and listening to learners' activity to establish a baseline of the teaching and learning taking place in both schools. A staff audit was conducted to assess staff skill levels. Afterwards the results from each activity were collected and analysed. The CSC digital officer worked with the digital leader to plan a professional learning cycle to upskill all staff. CSC supported the digital leader to create and deliver a professional learning session. After this, every six weeks staff collectively reflected upon the learning and how it had impacted on pupil learning. Furthermore, they brought samples of work to demonstrate how the professional learning had been put into practice in the classroom. Monitoring and standardisation of this work was completed, a portfolio was created to demonstrate each area of the Digital Competence Framework (DCF), and the samples of work collected. The benefits of this were that the progression across the school and familiarisation with the DCF strands in their year group was reinforced in a meaningful way.

The support continued with the CSC officer working with the digital leader to ensure that strategic management of the subject was addressing the Estyn recommendation. They met regularly to discuss progress and to plan future next professional learning sessions. The digital officer provided leadership guidance to the digital leader that upskilled the leader to deliver professional learning sessions effectively.

Moreover, CSC and the digital leader worked with classroom practitioners in their planning pairs to ensure, on every new topic, they were supported in planning for their DCF learning opportunities. Training requirements emerged from this which resulted in bespoke professional learning delivered by CSC as required. When Estyn called to inform us of the inspection date, the CSC digital officer attended a staff planning session to allow staff to discuss the digital learning that they intended on showcasing during this week. This allowed staff to demonstrate the massive progress that had been made in this recommendation area. After being removed from Estyn monitoring our digital leader changed and CSC continued to support the new leader taking on the role whilst building upon the progress achieved in this area.

The strengths of the support

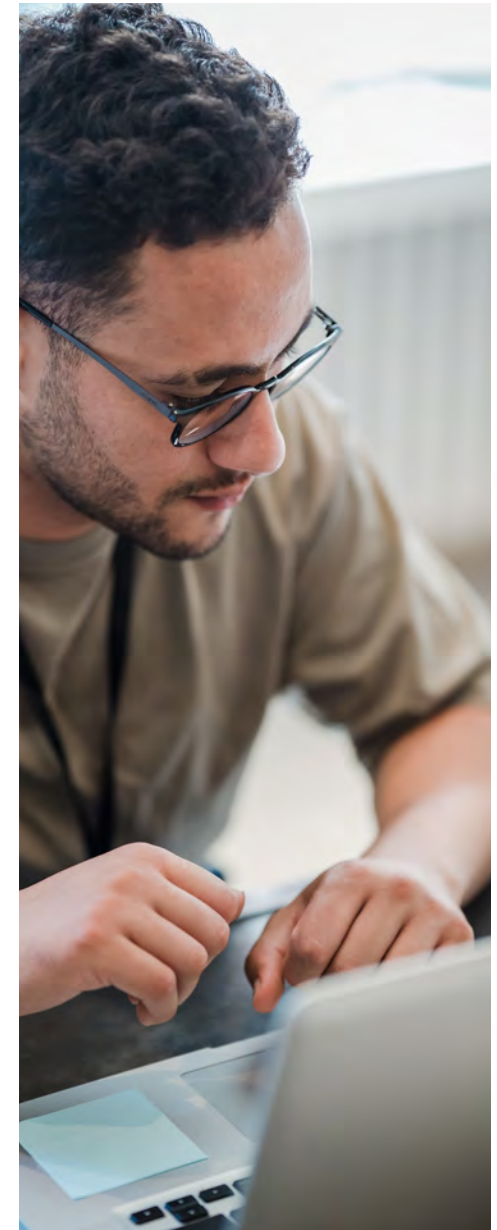
CSC's support was instrumental in ensuring the federation's digital leaders were upskilled and supported in their role, whilst addressing the recommendation from Estyn when we were first placed into monitoring in 2018. The support was always non-judgemental and focused on raising standards in this area. It allowed a safe place for the digital leader to discuss their ideas for addressing the recommendation. We felt CSC didn't tell the leader what to do: they gave them the knowledge, understanding and skills of the area which then allowed them to develop a purposeful and bespoke curriculum for our pupil's that reflected our school and its vision. Also, the content of all the professional learning, shared knowledge of the DCF and exemplification of the tools and applications that can be used to enhance digital learning in the classroom was of high quality.

The CSC digital officer provided skillful coaching to the digital leader. They supported the digital leader with a template to be used for the learning walk and listening to learners' activity and modelled this process effectively. Each time they returned to school, with the digital leader they revisited monitoring activities to help establish the progress that had been made, areas for improvement and to plan a cycle of support responding to the findings.

In addition to developing the digital leader, CSC made time to upskill all teaching staff, allocating one-hour meetings with each planning pair across the federation – staff would attend the meeting and share the digital learning they planned on delivering as part of their topic. CSC allowed the CSC officer to quality assure the planning and suggest other possibilities for DCF activities that hadn't been planned for but would link well with the topic. As a result of this, all staff increased their subject knowledge and skills, they developed ownership for the provision of digital learning, and there were consistencies in approaches across the federation.

During this time a pupil council of digital leaders was created, and the CSC support in developing their role across the school was a strength. CSC supported the leader in setting this up initially, they provided ideas and templates to use for the pupil council. This was helpful to help establish these pupil leaders and the digital leader has now put their own stamp on how to continue their work. It has been hard to develop this role due to the Covid-19 pandemic, but this is a group we will be looking at enhancing moving forward.

Communication between CSC and the school was a strength, all communication was swift and productive. The CSC expertise in this part of our journey has been amazing, their subject knowledge and willingness to impart this knowledge on the digital leader has been extremely helpful in ensuring that this leader will now be able to lead this area with confidence and less support than we have required in the past.



The impact of the support on teachers

The digital leader has developed into a strong leader and has been able to support a new leader taking over the role. The digital leader has been able to model lessons for teachers, complete blocks of sessions which has allowed team-teaching with staff members who requested this type of support and created short instructional videos for staff to reference when teaching digital learning tasks to their class. Due to the leader receiving support from the CSC officer this has provided them with the skills and knowledge to offer this level of support to other staff across the federation.

There has been increased confidence in the staff's knowledge of the DCF and what needs to be covered in the year groups they work within. They have received training in the four strands of the DCF and have a greater understanding of how to create learning opportunities across the curriculum, linking to the four strands of the DCF at the correct stage in learning for their pupils. They have a greater understanding of the different Hwb tools that they can use to support digital learning.

The impact of the support on learners

Nearly all classes are now using digital skills effectively across the curriculum. Teachers recognise the positive impact it has on their pupils learning. Pupils can articulate their digital learning and show people where their work is saved. In Upper KS2 children can select the most appropriate tool to use to represent their learning. Nearly all classes can log into Hwb and create work independently. Nearly all children can upload their work on to seesaw. Also, digital technology is now used to support children who have difficulties with recording their work. Pupil digital leaders are now visible in the school and can support their peers and class teachers; however, this is a pupil group we need to enhance further now that Covid restrictions are not so limiting.



Next steps

- To develop the newly appointed digital leader, sharing the skills and knowledge received from CSC by the old leader to the new leader.
- New digital leader to attend RCT and CSC Network meetings to ensure we continue to develop our digital teaching and learning.
- Continue to develop the role of the pupil council digital leaders and look at them providing an extra-curricular club in this area.
- Develop our computational thinking teaching and learning opportunities.
- Support others across the CSC region by exemplifying our practice in CSC networks and collaborative projects.

We valued the support provided by CSC and continue to engage with them to support our new curriculum design.



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Grymuso ysgolion i wella deilliannau i bob dysgwr

Empowering schools to improve outcomes for all learners

OVERVIEW OF MAIN STRANDS OF ACTIVITY

EARLY CAREER PATHWAY



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

Cyngor Bwrdeistref Sirol



Background & objectives

Background & objectives

Developing a high-quality teaching profession is one of the main objectives of the national mission. Supporting student teachers and newly qualified teachers (NQTs) therefore continue to be a priority for Welsh Government (WG), regional consortia, Higher Education (HE) providers and Initial Teacher Education (ITE) schools across Wales.

ITE in Wales has undergone some major reforms since the publication of the Furlong Report, 'Teaching Tomorrow's Teachers' (Furlong, J. 2015), which identified that student teachers were not being sufficiently well prepared to become teachers. New ITE partnerships were established with much closer collaboration with schools and consortia. New programmes were jointly developed and then accredited by the Education Workforce Council (EWC) and new leadership structures included school and consortia representatives. The consortia also advise on and monitor the selection/deselection and progress of schools within the partnerships.

As the impact of Covid began to recede during 2021-2022, one positive effect remaining was that the induction process had had to adapt responsively to the needs of NQTs. External verifiers (EVs) and induction mentors (IMs) whose role it is to support NQTs through induction were now using technology and hybrid arrangements to meet with NQTs both online and face-to-face. Another post Covid measure was the introduction of the NQT placement scheme.

If an ITE graduate had not secured employment in a school as a newly qualified teacher, Welsh Government contracted to pay their salary to work in a school as a supernumerary teacher. Schools benefitted from this scheme because it allowed them to build staffing capacity at a time when staff absences were still very high. This placement scheme ran initially for one term but was extended through the whole academic year 2021–2022. It enabled approximately 180 NQTs in CSC to engage fully in the induction process as employed teachers rather than on supply. The impact on induction mentor capacity resulted in strengthened support from the induction team.

NQT induction has also been undergoing a period of reform since the publication of the report, Learning to be a teacher for Wales: the induction of teachers into the profession (Prof Waters, M. Nov 2020), which has involved much closer cross-regional and national working. An overarching aim is to streamline ITE and induction to become a more seamless pathway that is appropriately tailored to the needs of early career teachers. The academic year 2021-22 has been one of developing an enhanced professional learning offer for NQTs and their induction mentors and consulting with stakeholders before introducing new induction legislation in September and November of 2022-2023.

**What have we
done this year?**

What have we done this year?

The early career pathway represents the journey taken by an early career teacher starting in ITE resulting in QTS (qualified teacher status), through NQT induction resulting in the assessment of the induction profile that the NQT must complete and on into the post-induction period. CSC has supported the early career pathway through several activities:



Bridging (period between finishing teacher training and starting first job)

- Worked with ITE partnerships as well as induction leads to co-ordinate bridging activities for all students to create clearer support for student teachers gaining QTS and going on to become newly qualified teachers.
- Updated the bridging presentation 'An Introduction to Induction' that was offered to all students in our ITE Partnerships: Cardiff Metropolitan, Yr Athrofa, Swansea, the Open University and the University of South Wales. The key message was for ITE graduates to liaise with their university tutors on their Career Entry Profile (CEP) which helped them prepare for the first step in their induction profile.
- Promoted the ITE Graduate Teams space as a means for anyone intending to live/work in the CSC region to meet the induction team, have a chance to ask questions and be given access to our 'ITE Graduate PL Strategy' booklet. This publication was designed to help those students newly awarded QTS to start addressing the development targets they had identified in their Career Entry Profiles. In 2020–2021 150 ITE graduates engaged with CSC before they formally commenced induction and in 2021–2022 this rose to 223. The total number of students awarded QTS in 2022 across Wales was 1131.
- CSC organised a multi-stakeholder ITE professional learning event in May 2021 and responded to the positive feedback from this event by running another one in May 2022. This was a chance for ITE Partnerships, schools, Estyn and Welsh Government to give presentations on aspects of their programmes to share best practice and allow ITE students to have a platform to share their experiences.

- CSC introduced a 'Welcome to the Region' event on 1st September 2022, for 110 ITE graduates who were about to start working in CSC. This was well received by the practitioners and was a chance for them to discuss any anxieties they had about starting work in a school.
- 4 Playlists² were shared with all students gaining QTS that addressed some of the key issues relating to induction: The Process of Commencing Induction; Joining A School; Becoming a Supply Teacher and Preparing for an interview. These resources provided information that supported students to transition into their first job.
- CSC used the ITE Handbook: 10 Ways to Support ITE in Schools as a platform to conduct 9 Appreciative Enquiries³ to inform our learning about ITE provision in schools. Schools chose one aspect from the handbook eg student well-being, as the focus of their enquiry. This allowed ITE Lead schools to share best practice and develop their own provision further.
- Completed research projects working in collaboration with three universities and a range of schools in the region. 1. Understanding the induction standards (Cardiff Metropolitan University) 2. Curriculum for Wales purpose driven lesson planning and practice (Swansea University) 3. Improving not proving assessment and progression (Yr Athrofa). The findings will be published in reports on our website and learning gathered from these projects will inform the next steps for further collaborations and strengthened support for early career teachers.

² A playlist is a presentation tool embedded with rich resources such as powerpoints, videos, images etc

³ An Appreciate Enquiry is where practitioners visit each other's schools to celebrate their practice and ask questions about a particular aspect of their work

Newly Qualified Teachers (NQTs)

- The online regional professional learning programme *Aspire/Anelu* had resources and approaches updated in the light of evaluations by the professional tutors who facilitated the programme and by the NQTs themselves. As well as facilitating the programme, the tutors also offered 'tutorials' that were a successful means for NQTs to have extra support and well-being check-ins from an experienced practitioner in a safe space.
- 4 Welsh Medium schools reviewed and revised the *Anelu* programme, producing new Welsh resources pertinent to each day of the programme. This ensured the Welsh programme was not just a translation of the English programme but it was made by Welsh practitioners for Welsh practitioners.
- Produced 'Eich Daith IaitH Cymraeg' (Your Welsh Language Journey) as a collaboration between Cardiff Metropolitan University Welsh Department and the Welsh Team at CSC. It is a bilingual resource to enable NQTs to see what professional learning is available for them in order to help them progress within the Welsh Framework. This has helped NQTs make progress against the Teaching Standard descriptor relating to 'Welsh Language skills', which is part of their profile to complete induction.



Induction Mentors (IMs) In Schools

- Increased the professional learning offer for induction mentors to strengthen the quality of mentoring support to NQTs. Firstly, 16 IMs completed the national coaching programme and 13 of these went on to complete the Level 3 accredited coaching programme with 'Results Driven Group'⁴. A further 16 IMs engaged with the Train the Trainer twilight programme hosted by CSC. This has provided CSC with a team of IMs who can now coach and train other IMs in the system, to strengthen their coaching and mentoring role with NQTs.
- Following positive feedback from the conference in 2021, CSC held another 'mini conference' for 80 IMs in June 2022 to facilitate sharing good practice and networking. Event evaluations indicate that all participants agreed that the event enhanced their knowledge and was relevant to their daily job. One delegate said:

"I will use the information to develop a more structured programme and experience for my NQTs", another said "This gave me lots of ideas to improve my practice here so I can support my NQTs better".

- Undertook a national induction survey with schools, for the attention of NQTs, IMs and EVs. 280 responses were received across Wales, with over 100 from the CSC region. The responses gave us important information about the progress and challenges of the NQT placement scheme and an insight into NQT well-being and school-based professional learning provision. As a result of the insight gained, CSC continued to support schools that had NQTs on placement.

Information from the survey was shared with IMs in a network meeting to help them consider ways they could support NQTs further through regular meetings and school-based professional learning.

- Introduced the 'Think Like A Mentor' resource which is a collection of 11 playlists created by experienced induction mentors to support other IMs across the region and explore the enhanced IM role being introduced in 2022 – 2023. This resource is effectively supporting new IMs by offering strategies for aspects of their role such as navigating the online profile, keeping to a schedule of monitoring activities during the year and managing large numbers of NQTs in one school.

External Verifiers (EVs)

- Increased support for EVs, who quality assure (QA) the induction process, through updated national training, monthly updates and impact review reports. As a result of this increased support, there has been a significant improvement in the consistency and quality of EVs deployed in CSC.
- New EVs were given the opportunity to buddy with an experienced EV for support and guidance in their role. This support ensured their work was consistent with other EVs and gave them confidence in their role when tackling sensitive or challenging issues.

⁴ Results Driven Group is an organisation that offers accredited coaching programmes on behalf of the Welsh Government.

**What evidence of
impact do we have?**

What evidence of impact do we have?

- Engagement with national training has improved. This training plays a crucial role in ensuring that all induction stakeholders (NQTs, IMs and EVs) understand the induction process. Engagement figures for all stakeholders have shown an upward three-year trend.

Sept. 2022: **95%** NQTs **78%** IMs **100%** EVs

- As a result of an impact survey (January 2022) it was possible to see that a mixed response to the six national PL sessions delivered in term one needed to be addressed. The decision was therefore made to change the model of delivery for 2022-23 to ensure more consistency of experience for all NQTs.
- Following the national training a regional database enabled further communication and regional messages to be sent directly, and all attendees were sent an Induction Handbook bespoke to the region to reinforce key messages. This supported all stakeholders to adhere to induction processes to improve consistency across the system.
- The compliance to key expectations outlined in national training and regular communications was measured through a series of monthly impact review evaluations, where a random selection of 100 induction profiles were analysed each month. As a result of this activity, direct communication was able to take place with induction stakeholders, to meet the time sensitive requirements of the induction process. The overall quality of the final profiles was higher than the previous year, with fewer cases of gaps and incomplete profiles. All assessed profiles in summer 2022 passed induction. **No NQTs failed induction 2021-22.**

- As a result of the findings of the national induction survey, CSC was able to offer recommendations to WG as to the benefits of the NQT placement scheme and to lobby for it to be extended beyond one term. The scheme was extended for the whole year which supported approximately 180 NQTs to pass induction within a year, who would otherwise have been working on supply and may have taken longer to complete induction.
- Regular, targeted communications and updates via monthly network meetings with IMs and EVs were timely and responsive to the data acquired from the national survey and internal profile quality assurance. As a result, key induction stakeholders were able to act on information quickly to strengthen support for NQTs (see case study).
- Opportunities for IMs were diversified. As a result of the request for additional professional learning, the bespoke Induction Mentor Development Programme was developed and launched across Wales in September 2021 with engagement from Aberystwyth and University of South Wales (USW) universities. 60 IMs attended from CSC and evaluation comments included:

“There was lots of advice for new mentors and an opportunity to discuss the role with other mentors from across the region”

“I found I learned a lot from experienced mentors”.

"The breakout rooms were a valuable opportunity to talk to other mentors about the role"

This is helping to strengthen the quality of mentors in the region.

- The strategy to build coaching capacity among IMs continued to strengthen the quality of mentors in the region. Mentors' evaluation comments included:

"1:1 sessions and the twilight programme were excellent – this had a real impact on my leadership style in a short space of time".

- The national NQT PL offer reflected the priorities of Curriculum for Wales, Progression through assessment for learning and well-being. Resources were aligned to those developed by national groups and to the approaches taken in ITE to build on previous learning. Resources also included contributions from schools in the region. CSC NQT evaluations were overwhelmingly positive with **90%+ agreeing or strongly agreeing with the usefulness and relevance of the sessions**. NQTs evaluation comments included:

"I think that this was one of the best training sessions I have been to for a while. It was engaging and helpful to hear other teacher's opinions on the situations they face in the classroom and how they deal with different aspects of teaching life".



- NQTs had the opportunity to reflect on their practice and engage in professional dialogue with other NQTs, which supports Professional Learning, one of the Teaching Standard areas they must evidence in their profile.
- Improved communication with NQTs and schools culminated in an increase in attendance to regional professional learning with approximately **317 NQTs attending the Aspire / Anelu programme** (compared to 265 in 2020–2021). Out of 317 NQTs:
 - **96%** agreed strongly that the programme overall enhanced their knowledge of the subject matter (3% disagreed)
 - **95%** agreed strongly that the programme content overall was appropriate to their needs and skill level (6% disagreed)
 - **96%** agreed strongly that the programme content overall was relevant to their daily work (3% disagreed)
 - **97%** would recommend this programme to NQTs in future (3% disagreed)
 - Quality Assurance of the regional online professional learning programmes, e-Aspire⁵ and e-Anelu, provided evidence of strong facilitation and NQT responses in terms of how the programme affected their professional behaviours and practice. Examples of evaluations include:

“The professional conversation and sharing of experiences and ideas is really useful, I really enjoy sharing experiences and being able to ‘magpie ideas’ especially with teachers from across phases.”

“The discussion during the Aspire session was very enlightening in developing new techniques as to how I can incorporate instant feedback in the classroom without disrupting the learning. Additionally, I have learned how feedback can be a useful tool to allow students to self-reflect on the progress they are making and what the next steps they can take in order to make further progress.”
 “I really enjoyed the course this morning. I already have ideas on how to implement some of the assessment strategies into my teaching.”

- **70%** of all NQT induction profiles assessed summer 2022 specifically cited the impact of the Aspire programme on their practice, which contributed to the high-quality evidence in the profiles.
- During 2021-22, 12 NQTs were supported on a school-based action plan as the first stage of the ‘cause for concern’ process – one left teaching, one moved to the formal cause for concern action plan and is being supported with an extension period, the other 10 all received enhanced support from the IM, EV and QA Lead for induction and were able to come off the action plan after a review process and went on to successfully complete induction in July 2022.
- As a result of all the adaptations to the professional learning offer provided by CSC and the support from IMs and EVs, and despite the challenges facing NQTs undertaking induction again this year, all completed profiles submitted for assessment passed induction, with 10 NQTs receiving an extension to continue into the next academic year. **There were 0% fails.**

⁵ A: Assessment and feedback S: Skills needed by learners and teachers
 P: Planning I: Impact R: Role modelling E: Empowering learners

Next steps

Next steps

Bridging

- The 'Welcome to the Region' event will be developed further next year.
- Four strategic projects, with Cardiff Metropolitan, Swansea, Yr Athrofa and University of South Wales will take place this year, building on the learning from the projects last year. They will once again be aligned to the strategic plans of each university.
- Building on the 9 Appreciative Enquiries that took place, a further 9 Enquiries will take place with practitioners who are both the senior ITE mentor as well as the NQT induction mentor. This will give us a unique opportunity to identify and share the best practices of our most experienced mentors supporting early career teachers.

NQTs

- New Welsh Government guidance includes the introduction of a 13-day professional learning entitlement for NQTs. This will be communicated to schools and all stakeholders in the system.
- It was agreed by the CSC induction team in response to the evaluations of Aspire tutors and NQTs that the Aspire regional professional learning programme would be updated and transposed once more to a face-to-face format that includes materials that address Welsh Government and CSC priorities. The entire regional offer will be facilitated by the Aspire tutors, so that NQTs will still be working in a supportive network.
- Strengthen QA processes of Aspire aligned to the CSC approach to evaluation of impact.

- The national group will work with the Wales Leadership group to build a 'Preparing for Leadership' programme for post-induction practitioners and further post-induction resources will also be developed by CSC to pilot in 2022-23.
- Develop scenario-based learning resources for use with ITE graduates, NQTs and mentors to address common issues, challenges and fears faced by graduates joining the profession.

Induction Mentors

- The enhanced professional learning offer (both national and regional) for induction mentors will continue and guidance will be written for IMs and headteachers about the funded, enhanced role of the IM. The IM coaching strategy will continue to be developed and led by trained IMs.
- Continue to run the IM network meetings with Hot Topics and keynote speakers to support them in the ongoing challenges of their role and to work for consistency of support across the region.
- Pilot cluster working with IMs for enhanced and bespoke support (including new IMs, new IMs in PRUs and experienced IMs who need support with the enhanced expectations of the role).

External Verifiers/External Mentors

- A new External Mentor (EM) role will be introduced with support offered to those EVs who in turn support NQTs working on supply. The number of supply NQTs will increase now because the NQT placement scheme will not continue for another year. EMs will receive additional training and support and feedback experiences of this new role to help CSC create resources to further support any new EMs joining the team in future.

Case study

Primary School, Bridgend - Impact statement

As a result of the comprehensive support given to a new induction mentor, two NQTs were given excellent mentoring support and full access to the professional learning available at CSC. The induction profiles of both NQTs were subsequently of a high standard, with deeply reflective accounts of their professional journeys that cited the impact of their professional learning upon their practice.

Induction mentor and middle - School leader

The induction mentor was new to the role and created a deliberate strategy from the outset to acquire the skills, knowledge and understanding necessary to become a highly effective induction mentor. She therefore accessed every professional learning opportunity offered by CSC, starting by viewing the recording of the new IM conference that had taken place the summer before. She attended the IM briefing in September 2021, three sessions of the Induction Mentor Development Programme and every network meeting.

What does effective mentoring look like?

- Thinking first about what I would need as an NQT
- Keeping in touch with CSC
- Liaising closely with my EV
- Being organised
- Agreeing clear expectations and targets
- Planning to mix mentoring with coaching

What impact did the Aspire programme have back in school?

- The NQTs were in different cohorts, so were able to bring subtly different feedback about learning
- Research projects added into the school's growing suite of action research findings

- The element of agency in the programme resulted in greater independence of the NQTs
- Some great resources on ALN were subsequently adopted for use in the school

What were the biggest challenges you faced as a mentor?

- Ensuring that each NQT had equity despite different contracts
- Developing bespoke pathways to cater to their individual needs
- Looking after their well-being under pressure
- Confidence building
- Finding opportunities for them to develop leadership skills

How has being an induction mentor affected you professionally?

- It was difficult at first to believe that I could support two NQTs to pass induction, but as I immersed myself in professional learning, I realised from speaking to others that I was doing a good job
- I couldn't have done it as well as I did without the wraparound support of CSC
- My ability to organise myself and to start thinking strategically made me a better professional in other aspects of my job
- My headteacher saw something in me that he hadn't before, and I am now going to be doing the CSC leadership programme



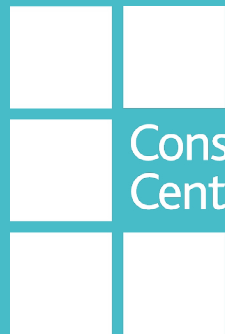
NQT 1 - Employed on a one-year contract with the school

- I trained at Trinity St David's and the information I received from them about induction helped to link the PGCE course with my induction year very well, so I did not feel like I was starting from scratch when I began my first teaching post. It was recommended that I join the CSC QTS Team site at the end of my PGCE and this provided me with the opportunity for a drop-in session where I was given information about what forms needed to be filled in and how to begin induction. I was also invited to visit my school and meet my mentor at the end of the summer term. We stayed connected over the summer and this meant I felt fully prepared to start in September.
- Attending all the NQT professional learning was vital, particularly the briefing as it gave me all the information I needed about the induction process. I really enjoyed the 'Aspire' course and found the playlist resources particularly good. The best feature was the drop-down menu which allowed me time to investigate the resources. It was lovely to talk to other NQTs and discuss different ideas about Assessment for Learning, marking and sharing ideas on professional learning experiences (PLEs). I personally would have liked more on Curriculum for Wales and ALN but I recognise that those are huge topics and there was not time for everything.
- My mentor was great as she was very organised and we had regular meetings where we looked at the standards together.
- She guided me to read the descriptors and write about experiences that would evidence certain descriptors where I had gaps. She made sure I was allowed release time to attend the 'Aspire' course and she arranged opportunities for me in school such as visiting the foundation phase class to see different pedagogy in action which was very helpful. The mentor went to all the training, so she knew what to do and she gave me all the information I needed to complete my induction profile successfully. I liked having targets to work on each term. She set time for me to write PLEs and gave me clear timeframes to write six PLEs each term so I could stay on top of the work and not fall behind.
- My external verifier was lovely, and he did two visits and gave me feedback on my teaching. He and the mentor came to an agreement about my PLEs and how much writing was expected so I knew I had enough evidence to pass.
- If you attend all the sessions and get all the information you need and follow what you are being told then the induction process is a smooth journey – I would tell other NQTs to take responsibility for yourself and be proactive because you are now an adult and a professional and you must be in charge of the process, not expect to be told everything.



NQT 2- Employed at the school via the Welsh Government placement scheme

- I had a very positive experience being mentored through my induction year. I feel that the support and guidance I was given made a big contribution to making my first year of teaching a successful period. Below I have outlined some factors of my experience that I feel were the most beneficial to me in completing my induction.
- My mentor and I would schedule regular meetings to discuss my targets, how I was working towards achieving them and what she could do to support me in this. She was always available for a quick chat or, if I had something more time-consuming to discuss, she was very easy to contact and to make arrangements to meet with. Being able to talk about my development and share my thoughts and concerns regularly, with someone who had been through similar experiences, was a real support and I often felt a sense of relief after meeting. I think that by having these regular meetings, it started to become habit to reflect on what I was doing and what I was working towards professionally and that made it much easier to work on PLEs.
- We would also meet after every professional learning session to discuss what notes we had taken and what we felt we had gained from them. This was good because we were able to share the information we had gained with pinpointed material that was especially relevant to me and my practice. Having a mentor that attended all the PL sessions made me feel like I was getting the most up-to-date information possible, and she was able to ask any questions we had about the PLP and induction as a whole.
- My mentor was very organised, and she gave me a timeline early in the year. We decided on several PLEs I would be able to complete each term and we pinpointed dates that they should be completed by. I found that setting clear expectations and deadlines enabled me to manage my workload, which meant I never felt overwhelmed by the PLEs and I was able to take my time with each one.
- At the end of every term my mentor would read each of my PLEs and provide me with constructive feedback. We would then meet to discuss any queries I had about the feedback or any ideas she had for my development after reading my reflections. I really feel that my mentor took on board the advice and guidance she received in her mentor PL meetings, as she would often quote information given to her and I feel that this meant I was getting the most relevant and useful guidance possible.
- I found a great deal of the professional learning provided by the CSC to be really useful. I was often able to directly take things I learned in the sessions, like techniques and strategies, into practice. I particularly enjoyed hearing other NQTs talk about their experiences and what they were trying out and exploring in their practice. It was nice to hear from people going through the same situation and encountering similar issues as me and see how they were responding to their professional challenges.
- I found it useful when guest speakers would join the meetings – for example, a local ALNCO came to discuss ALN and took time to answer our questions. I took several of her suggestions into my own practice and I saw immediate positive results. As an NQT it could be quite daunting to speak to senior leadership – especially if you're not feeling confident in your practice and you are looking for advice – so having an experienced ALNCO to talk to was incredibly helpful and it gave me the confidence to talk to the ALNCO in my own school.



Consortiwm Canolbarth y De
Central South Consortium

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Grymuso ysgolion i wella deilliannau i bob dysgwr

Empowering schools to improve outcomes for all learners

OVERVIEW OF MAIN STRANDS OF ACTIVITY

LEADERSHIP SUPPORT AND DEVELOPMENT



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



Background & objectives

Background & objectives

In CSC, Leadership is a core element of our Business Plan and sits within Priority 2: 'Develop highly effective leadership to facilitate working collaboratively to raise standards.' A key element of this priority is to enhance current and future leadership through a comprehensive pathway. We have developed a portfolio of leadership development opportunities at CSC, which have all been endorsed by the National Academy for Educational Leadership Academy (NAEL): this reflects their high quality, which has been recognised through robust quality assurance processes.

The suite of professional learning programmes aims to equip our region's leaders with the knowledge, skills, and experiences to be effective in their roles. This ensures that we develop inspirational leaders who are well prepared and supported to lead their schools through educational reform as set out in the National Mission for education.

The leadership pathway programmes are developed by a cross-regional leadership group, made up of representatives from each of the consortia in Wales, and delivered regionally. Coaches play an important role in the leadership pathway programmes, with headteachers and deputy headteachers from schools across the region acting as coaches to support our leaders on the pathway. Coaches receive ongoing support from the CSC strategic lead for leadership and attend network sessions on a regular basis to share good practice and offer support. This approach ensures consistency and equity in the delivery of coaching and mentoring to support leadership programmes, with additional specific training in each step of the pathway.

The graphic below illustrates the continuum of leadership programmes offered to colleagues in schools across the Central South region. Click on the image below to find further information on the professional learning available across the region.





Enrolment on programmes

In CSC, we have a robust application and endorsement process for each of the pathway programmes and this ensures that leaders in our region are accessing the correct programme for the appropriate stage of their career. A panel made up of senior staff, reviews and scores each application to ensure that leaders meet the criteria for each programme.

When a candidate demonstrated they did not meet the criteria, feedback was given, and an alternative professional learning route suggested; this may be a level above or below the programme applied for. In addition, unsuccessful applications are contacted the following year and asked if they can resubmit their application.

Evaluations of programmes

All leadership pathway programmes undergo a detailed end-of-programme evaluation following the 'Kirkpatrick'⁶ model. The Kirkpatrick model of evaluation seeks to capture how well the programme aims were met, the impact on the participant as a leader and the impact on pupils. These form part of CSC self-evaluation processes and following careful analysis, inform continual development and next steps.

⁶ Further information on the Kirkpatrick Model can be found [here](#)

Middle Leaders Development Programme (MLDP)

Middle Leaders Development Programme (MLDP)

The Middle Leaders Development Programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationship between leadership, successful schools and the wider community.

Participants of the programme:

- Develop an understanding of their role as a leader
- Gain a greater understanding of the national reform agenda and its implications for them as a leader
- Develop their practice within the formal leadership standards.



What have we done this year?

- The MLDP was delivered by schools across the region. All facilitators received training and attended regular network meetings. This ensures good practice is shared and any issues resolved effectively.
- All training materials were evaluated by the CSC Lead of leadership and programme facilitators and the end of the programme with strengths and areas to improve clearly identified.
- Members of the cross-regional leadership group and a selection of facilitators reviewed and updated all training materials to ensure the programme remains relevant.
- In March 2021, due to a high level of interest from schools in our region, an additional application process commenced. The programme was facilitated between April 2021 and February 2022.
- CSC provided funding for 8 schools in the enhanced support category to be part of the MLDP. Although the programmes are free for schools to attend, the additional funding ensures there are no financial barriers to participants attending.
- A new online Education Workforce Council (EWC) feature was launched. All participants are now required to collate tasks, reflections, and their Leadership Standards Review (LSR) in their Professional Learning Passport. This feature continues with participants as they progress through the pathway programmes and supports their reflection against the professional standards. The EWC have held information sessions for facilitators and participants and are a point of contact to support all queries.

Table 8: Comparison of MLDP participants with previous year

Year	Number of applications	Number of participants after endorsement process
2019-2020	108	108
2020-2021	89	70
2021-2022	139	123

It is pleasing to see that the number of participants in the programme has recovered well in 2021-22, compared to the previous year when we believe numbers were affected by the pandemic (Table 8).

What evidence of impact do we have?

The 2021-22 cohort completed the programme in late summer term 2022 and participant feedback on their engagement with the programme is summarised below:

👤 Impact on individuals as leaders

- **100%** indicated that the professional learning met their expectations, and they would recommend the programme to colleagues. Around half indicated they would have preferred a face-to-face element to the programme.
- **100%** said they had improved as a leader and could give examples. Areas referenced of particular value included:
 - Acquisition of skills needed to put leadership into practice
 - Improved confidence in leading whole-school change
 - Deeper understanding of school budgets
 - Support in managing difficult conversations
 - New skills for mentoring and coaching staff
 - Developing a whole-school perspective
 - Increased awareness of how teaching and learning affects whole-school data
- **96%** said they felt more confident in their role as a middle leader and **68%** said they now felt very confident in their leadership role.

🗣️ Impact on pupils and school

- Nearly all carried out a leadership experience task linked to a school improvement target.
- **84%** have shared or plan to share their Leadership Experience Task (LET) with colleagues in their organisation and nearly all indicated that the LET had a positive impact on pupils, providing a range of examples.
- Many made reference to being better able to support colleagues in their individual classroom practice.
- Participant feedback comments were very positive and included:

“My facilitator was extremely approachable as well as knowledgeable, which I felt was very important”.

“The content of this course was varied and extremely interesting”.

“I thought the course was thought-provoking and very engaging. I'd highly recommend”.

A long-term evaluation focusing on the impact on participants from 2019-20 and 2020-21 has been completed. Participant feedback was very positive and summarised below:

Impact on the individual as a leader

- **100%** said they had improved as a leader and could give examples.
- **94%** stated that the programme had improved their confidence as a leader.
- **45%** of participants had moved into a different role or undertaken additional responsibilities since undertaking the programme.
- **100%** of these participants stated that their new role had greater responsibility.
- **100%** stated that the programme helped equip them with the skills needed for the new role.
- **98%** would recommend the programme to a colleague.
- **85%** are interested in undertaking the Senior Leader Development programme.

Impact on pupils and school

- **75%** of participants shared their LET presentation with others in their organisation e.g. Senior Leadership Team, governors and staff.

- **83%** stated that the Leadership Experience Task had an impact on the wider school community, other pupils, classes and a cluster of schools. Some examples of the impact from the LET are as follows:

'The LET has formed the basis of our well-being action plan and has ensured that well-being is at the heart of all we do and is not cast aside by learning catch up.'

'Children are enjoying maths sessions that are more practical and worthwhile to their learning.'

'Many pupils can explain how they demonstrate the 'Four Core Purpose' attributes and how this benefits their learning. They are also able to discuss how the Four Core Purposes will benefit them in real-life situations and when they are older. Teachers are seeing an improvement in key areas e.g resilience, empathy.'

'Pupils benefitted from high impact teaching and learning in the classroom.'

'All teachers have profiled their classes, written action plans for the class and identified individual learners who need to be considered for 1:1 or small group Thrive support. The profile scores for all classes increased showing an improvement in their emotional and social well-being.'

Additional comments about the programme included:

'The MLDP has been the most valuable programme I have taken part in and has played a key part in my development as a leader. I often look back at my notes on some of the modules to help with situations I face in school.'

'The sessions were incredibly useful in helping to build my confidence, and also my knowledge of effective leadership.'

'The course was very beneficial and provided me with avenues for further reading and development in my own time. The course provided an insight into topics that I would never have otherwise thought about e.g. budget.'

Next steps

- To continue to evaluate the Middle Leaders Programme and make refinements to the programme considering feedback and educational developments. For example, with a return to face-to-face in 2022-23, are the modules fit for purpose and do they reflect the most recent changes and support documents such as the school improvement guidance and accountability framework?
- Ensure participants are familiar with and benefit from using the Professional Learning Passport developed by the EWC.
- Quality assure existing facilitators.
- Build capacity by recruiting new facilitators.



Senior Leader Development Programme (SLDP)

What have we done this year?

- As with the MLDP, the SLDP was also delivered by schools across the region. All facilitators have received training and attend regular network meetings. This ensures good practice is shared and any issues resolved effectively.
- The 4 cohorts of SLDP were scheduled to start in September 2021. However, due to the pandemic it was decided to delay until January 2022. All sessions were rearranged and completed within the original time scales, finishing June 2022.
- All training materials were evaluated by the CSC Lead of leadership and programme facilitators and the end of the programme with strengths and areas to improve clearly identified.
- Members of the cross-regional leadership group and a selection of facilitators reviewed and updated all training materials to ensure the programme remains relevant.
- As part of the programme delivery, all participants on the SLDP were assigned a leadership coach. Coaches are currently serving senior leaders from school across the CSC region.
- All coaches participate in network meetings have taken place. Good engagement from all participants has been reported by facilitators and coaches.

- CSC provided funding for 5 schools in the enhanced support category to be part of the SLDP. Although the programmes are free for schools to attend, the additional funding ensures there are no financial barriers to participants attending.
- A new online Education Workforce Council (EWC) feature was launched. All participants are now required to collate tasks, reflections, Leaderships Standard Review (LSR) etc. in their Professional Learning Passport. This feature will continue with colleagues as the progress through the pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants and are point of contact to support all queries.

Table 9: Comparison of SLDP participants with previous years

Year	Number of applications	Number of participants after endorsement process
2020-2021	88	69
2021-2022	72	66

*The SLDP programme commenced in January 2021 so there is no data available prior to this date

What evidence of impact do we have?

The Senior Leader Development Programme has met the threshold criteria for endorsement with the National Academy for Educational Leadership (NAEL). This reflects the high-quality content and delivery model.

The number of participants on the SLDP programme has remained largely the same over the last two years. Delegates on the 2021-22 Senior Leader Development programme completed all modules in late summer term 2022. A full and formal evaluation of this programme is currently being undertaken. Of the feedback received from participants thus far:

Impact on the Individual

- **100%** stated that they had improved as a leader. Some examples are shown below:
- **95%** said that the programme has improved their confidence as a senior leader.
- **95%** stated that they felt confident that the programme has equipped them with the knowledge and skills an effective senior leader should know and be able to adopt.
- **95%** also felt confident that the programme has provided them with the leadership behaviour to become an effective senior leader.
- **85%** felt confident that the programme has enhanced their understanding of National Reform and its implications on them as senior leaders.
- **100%** would recommend the programme to a colleague.

'I have become more reflective and been able to look at my own approaches to leadership. This has made me think more about how to balance the approaches and use more direct leadership at times. Added to this, it has clearly demonstrated the need for me to shift from a mentoring role to a coaching role in many situations. I have gained knowledge in areas such as budget, strategic decisions and performance management.'

'The course helped me to be a lot more reflective of my own leadership style and practice. It has helped me to consider my style of leadership moving forward in order to become a more effective and successful leader. The opportunity to network with colleagues in other schools was valuable and essential in order to develop my own confidence in and understanding of what is involved with being a senior leader. These professional connections have continued as I have plans to meet with a digital leader from a cluster partner school to discuss ways forward with digital skills in our schools. I recently applied for, and was offered, a permanent post on our Senior Leadership Team. I was able to reflect on a lot of my own learning and development from the SLDP in my interview and will continue to do so moving forward in my role in September.'

Impact on pupils and school

- **95%** of participants shared their Leadership Experience Task (LET) presentation with others in their organisation e.g. Senior Leadership Team, governors and staff. Examples of the Leadership Experience Tasks completed by delegates include 'Leading Curriculum Design', 'Developing and Implementing a Consistent Approach to Behaviour in a School' and 'Working towards Anti-Racist Practice (supporting Wales' anti-racist pledge for 2030)'.
- **89%** of participants stated that their LET had a positive impact on pupils in their school with a very few stating that it was too early to measure any impact yet. Some examples of the impact of LETs had on pupils are:

'I have worked with the lowest achieving 40 pupils in each year group across the school, 200 pupils in total. The aim was to raise aspirations, build confidence and help pupils make progress following Covid. The use of the ALPs programme has been extremely effective developing pupils' softer skills of resilience, growth mindset, study skills, etc. I have led 10 progress recovery leaders, 2 in each year group. We have run weekly after-school sessions for over 200 pupils across the school. Between September to December 52% of our pupils went from achieving the lowest Attitude to Learning scores in the year group (3 and 4) to achieving a 1 or a 2. From January to Easter another 64 pupils made progress and came off the programme. It has been a very successful programme developing pupils' attitudes to learning in the classroom following Covid. It has made such a positive impact that it will be staying for the next academic year.'

'The LET has had a significant impact on learners in terms of them developing schema, learning, understanding and applying what has been taught through retrieval and equity and excellence for all learners due to the focus on improving pedagogy and having a shared language. Learners also are confident talking about their learning and understanding how they learn due to the implementation of metacognition and a language of learning with progressive verbs.'

'Improvement in the quality of provision in terms of universal provision in the classroom. Equitable experiences for all pupils in school. Greater understanding of the views and wishes of pupils through a PCP approach.'

Additional comments about the programme included:

'The overall delivery by the facilitators was excellent. Being able to share ideas with other schools was also much needed considering the fact that we haven't been able to do that much sharing over the last few years. Personally, as far as modules went, I enjoyed and had most benefit from Leadership styles and behaviours.'

'The coaching and mentoring session in particular was a highlight but generally the way the facilitators delivered the course was most helpful to me.'

'Being able to have an open and honest dialogue with my peers but to evaluate discussions with the facilitators was excellent, as their insight and depth of knowledge was hugely beneficial and allowed me the opportunity to think more deeply about the various aspects covered in the modules.'

Next steps

- Carry out a full and formal evaluation of the 2021-2022 programme.
- Following evaluation, make amendments to the programme delivery and content as needed.
- Develop a longer-term cross-regional evaluation of the programmes. There is continued confidence that the programmes have an immediate impact on participants from current evaluation activities. It is, however, important to look at the impact over time on leadership capabilities and pupil outcomes.
- Ensure participants are familiar with and benefit from using the Professional Learning Passport developed by the EWC.



Aspiring Headteacher Development Programme (Leading to NPQH)

What have we done this year?

- The Aspiring Headteacher programme was delivered by CSC's Lead for Leadership in partnership with experienced headteachers facilitators from across the region.
- Cohort 1 January 2021 to October 2021 have completed the development part of the programme. All participants were invited in the autumn term of 2021 to register their intent to undertake the National Professional Qualification for Headship (NPQH) assessment in February 2022. 55 out of 64 participants registered their interest and were assessed in February 2022. More details on these participants will be covered in the National Professional Qualification for Headship section of this report. Three participants started the development part of the programme but subsequently withdrew. Six participants have chosen to postpone application for assessment for NPQH to a future date.
- Cohort 2 January 2022 to October 2022. 4 participants have completed the development part of the programme. It is expected that participants will move onto the NPQH Assessment Centre in February 2023. Expressions of interest to go forward to the NPQH assessment closes on 24 November 2022.
- As part of the programme delivery all participants on the ASHT were assigned a leadership coach. Coaches are serving headteachers from schools across the CSC region.
- Leadership Coaches supported aspiring headteachers to:
 - Network with aspiring headteachers from across Wales
 - Collaborate with peers through Hwb and Microsoft Teams
 - Become more familiar with the teaching and leadership standards
 - Evidence their leadership practice by using the "Leadership Standards Review, LSR"
 - Prepare for the requirements of the NPQH assessment

Table 10: Comparison of ASHT programme participants with previous years

Year	Number of applications	Number of participants after endorsement process
2020-2021	80	64
2021-2022	44	42

What evidence of impact do we have?

- Participants on the Aspiring Headteacher Development programme 2021-22 completed their final module in October 2022. A full and formal evaluation report via the Kirkpatrick model will be completed later in the autumn term. Of the participants who completed the 2020-21 programme.
- **90%** moved onto the NPQH assessment.

Next steps

- Develop a bank of effective leadership coaches that can continue to support the SLDP programme.
- Evaluate the professional learning element of ASHT for 2021-22 cohort.
- Contribute to Welsh Government's (WG) independent review of the ASHT and NPQH in Autumn term 2022 led by Professor Mick Waters.



NPQH Assessment

What have we done this year?

- During 2021-22, the cross-regional group successfully reviewed and revised the National Professional Qualification for Headship (NPQH) programme to include reference to the National Mission Education Reform Enablers.
- NPQH has been successfully facilitated by CSC online for the past 2 years. The assessment centre will return to an in-person format in February 2023.
- The CSC Lead for Leadership delivered training to panel members and successfully managed the assessment centre timetable and operation. All panel members received induction support and followed a rigorous process, detailing all responses given by the candidates and decisions made by the panel.
- An additional assessment centre opportunity was held in June 2022. This was offered to candidates from the 2020-21 cohort who deferred their assessment from February 2022. However, only 1 candidate decided to take up the opportunity to be assessed in June 2022.
- An evaluation report has been written for CSC and LA directors on the outcomes of the assessment centre. A report has been written on the long-term impact of NPQH, analysing the destinations of all candidates since 2011. This is shared with CSC and LA Directors.

Table 11: Comparison of NPQH participants with previous years

Year	Number of Candidates Assessed	Number of Successful Candidates	Number of Unsuccessful Candidates
2020-2021	27	22	5
2021-2022 (February Assessment Centre)	55	44	11
2021-22 (June Assessment Centre)	1	1	0

What evidence of impact do we have?

At the assessment centre that took place in February 2022, 55 candidates were assessed. Following regional and national moderation, 44 candidates were successful in meeting the standards and 11 candidates were unsuccessful. An additional candidate was successful at the June 2022 assessment centre. An analysis of the evaluations collected demonstrates a strong satisfaction in the February 2022 NPQH Assessment Centre. This is confirmed by the fact that **80%** of CSC participants met the standard in 2022; the fact that **20%** did not meet the required standard demonstrates the robust nature of the assessment centre process. Assessors and coordinators both reported in moderation that there remain concerns over endorsement of candidates that gain access to the programme. Many candidates not meeting the standards at assessment centre were not in a role where headship would be their next step and therefore lacked whole-school strategic experience. As a result, the endorsement criteria have subsequently been refined to mitigate against the endorsement of candidates where headship is not their next step.

Table 12: CSC NPQH Data 2016-2022

	Number of candidates assessed	Number of candidates MET	Number of candidates NOT YET MET
2021-2022	56	45	11
2020-2021	27	21	6
2019-2020	43	37	6

The information in Table 12 illustrates that the number of candidates in 2021-22 was more aligned to pre-Covid levels.

CSC has a strong and sustainable collaborative model for the delivery of NPQH across our region. In addition, our impact evaluation model allows us to reflect and refine the programme with our cross-regional counterparts to ensure Wales continues to have high-quality leaders to enrich the lives of all pupils.

Leadership Coaches successfully supported aspiring headteachers to become more familiar with the teaching and leadership standards and to evidence their leadership practice through their use of the Leadership Standards Review (LSR). They also helped candidates prepare for the requirements of the NPQH assessment day. Feedback from the participants indicated engagement with the Peer Support Network and Leadership Coach was a positive feature of the programme. Although participant feedback on this support was mostly positive, it does reference the ongoing challenge caused by the pandemic.

Next steps

- Contribute to Welsh Government's (WG) independent review of the Aspiring Headteacher programme and NPQH in autumn term 2022 and respond to recommendations.
- Closely monitor the development of the aspiring headteacher - preparation for NPQH programme to ensure consistency across Wales in line with WG and Ministerial priorities.
- Develop a bank of effective leadership coaches that can continue to support NPQH candidates and ensure that the training for leadership coaches is consistent across Wales.
- A return to face-to-face facilitation of NPQH assessment process has been agreed for February 2023.
- Develop systems and processes to track leaders' career progression from NPQH to headship.



New and Acting Headteacher Programme

What have we done this year?

- The New and Acting Headteacher Programme started in 2019 and has been well received. It is a 2-year rolling programme and is now in its 4th cohort.
- The five modules of the programme have been delivered by a blend of cross-regional leads, keynote speakers and experienced headteachers from the CSC region.
- The programme has been endorsed by the National Academy for Educational Leadership (NAEL).
- The CSC region organised the first of the four national sessions this year. Four of the regional sessions have been delivered by CSC's Lead for Leadership with good practice examples from our region's schools and headteachers enhancing the programme.
- Cohort 3 of the programme completed their final module in June 2022.
- Cohort 4 began the programme in November 2021 and will complete the programme in June 2023. Excellent feedback has been received from the attendees to date.
- Headteachers from cohort 2 of the programme have been used to deliver in regional sessions to cohort 4.
- All programme material has been revised and a new programme developed within endorsed guidelines. The programme now consists of national and regional events closely linked to professional standards for teaching and leadership. For example,
 - A leadership coach has been assigned to all participants of the programme.
 - Leadership coaches have received bespoke training and attend network meetings with participants.
 - Network meetings have taken place with good engagement from all participants reported by facilitators and coaches. Network meetings provide participants with the support and opportunity to discuss with colleagues the issues and challenges that new and acting headteachers face each day.

Table 13: Eligible participants since programme begun

Year	Eligible participants for the programme
December 2019 June 2020 (cohort 2)	33
December 2020 June 2021 (cohort 3)	32
December 2021 June 2022 (cohort 4)	29

What evidence of impact do we have?

- **100%** of participants agreed that the web-based distance learning modules developed their understanding in relation to their role and many strongly agreed with this.
- **100%** indicated the modules were relevant and engaging.
Feedback to date shows a rating of **4.6/5***
- As a result of the professional learning, all participants reported action they would take as follows:
 - Evaluate how well the school mission is shared
 - Ensure engagement from wider stakeholders in the vision
 - Explore ways in which collaboration can support the school to move forward
 - Strengthen cluster working to develop our school's curriculum
 - Reflect on effective ways to use 'Schools as a Learning Organisation' to support and guide school improvement.

Next steps

- Begin programme for 2022-23 (cohort 5)
- Develop a bank of effective leadership coaches that can continue to support this programme
- Complete an end-of-programme evaluation for cohort 3
- Review and update training materials with national group
- Complete an end-of-programme evaluation report as cohort 4 finishes module 5 (June 2023)



Experienced Headteacher Programme

What have we done this year?

The programme is delivered by an external company 'Eliesha Wales'. Participants usually complete a 360° review, followed by an in-person debrief session. Participants then attend a 2-day residential meeting in the spring and are allocated a coach, followed by a second residential later in the summer term. However, this programme was significantly affected by the pandemic due to the nature of delivery via an external provider within a residential experience and was placed on hold for the 2021-22 academic year. There were originally four cohorts of 20, across the regions, one of which should have been Welsh Medium. However, only one cohort attended a face-to-face residential which took place a few weeks before lockdown in March 2020. The programme was then paused, and the materials were redesigned to be delivered virtually.

What evidence of impact do we have?

All regions have agreed to enable the current cohort of headteachers to complete the programme before inviting others to join. This will allow it to be fully evaluated and refined based on participant feedback.

Next steps

- Cohort 1 to complete the current programme via a residential module in November 2022.
- Cross-regional group to evaluate the effectiveness and 'value for money' of the programme.



System Leaders Development Programme

System Leaders Development Programme

Developing system leadership is critical to support our schools in curriculum and wider education reform and achieve equity and excellence for all.

What have we done this year?

- Applications were invited from experienced headteachers across Central South Consortium to develop as System Leaders in September 2021. 22 applications were received for the programme with 14 selected following application and a robust interview process.
- New System Leaders received professional learning from CSC through a comprehensive training schedule in the autumn term 2021 and following their evaluation, received further training in the spring term of 2022. Examples of the professional learning delivered to System Leaders included 'Situational Leadership' and 'Enabling Equity and Excellence'.
- The successfully appointed system leaders were made available for deployment across the region to support schools requiring improvement as part of a regional pilot. They have also represented CSC, as appropriate, on policy development groups and forums, both regionally and nationally. These system leaders all have:
 - a proven track record of excellent leadership whilst developing their school as a learning organisation.
 - trained in coaching and mentoring and have experience of developing a culture in their own settings.
 - experience of managing significant change in their own settings.
 - 5 years' experience as a successful headteacher.

Comparison with previous years

As this is a new programme, no comparative data is available from previous years.



What evidence of impact do we have?

🗣️ Impact on Individuals

Following the professional learning provided to newly recruited System Leaders, evaluations indicate a very high degree of satisfaction from participants. Examples of some of the feedback provided by participants are shown below:

'I found the 'Enabling equity and excellence document' very useful as a tool that can be used to support school improvement and also the 'adaptive capacity' model.'

'This was very useful in terms of raising awareness of the most up-to-date advice CSC are providing around the new curriculum, the resources that have been produced and are available to support schools and the professional development opportunities that can be accessed and applied for.'

'Working with other headteachers and having the time to reflect and discuss issues facing schools at the moment. The session I attended with Alma Harris was really interesting. It has been really beneficial to receive training to develop myself. Recent times have curtailed this and it was lovely to stretch my mind again.'

'All of the sessions have been extremely beneficial - personally and to support the role. Valuable network links too.'

🗣️ Impact on Schools

Due to the ongoing challenges of the pandemic, there was a delay in deploying the system leaders. Deployment mainly took place late spring and summer term 2022. Deployment procedures have been developed and to date 6 deployments have taken place. Improvement Partners work closely with their school's system leader to evaluate the impact on leadership in their schools over a period. A formal evaluation capturing the impact system leaders will be completed before the end of the financial year.

Next steps

- Monitor the deployment of System Leaders through the newly developed bespoke system
- Evaluate the impact of system leaders' work in schools
- Recruit 5 new system leaders to reflect demand in the spring term 2023
- Provide an induction programme for new system leaders

There is a valuable core element to each of the programmes (MLDP through to NPQH), where the participant undertakes a 'Leadership Experience task' (LET). As well as developing their leadership skills through attendance at the development modules, participants are also expected to put this into practice by identifying and undertaking a LET. The LET is a whole-school project that the participant leads on and is linked closely to their school's Improvement Plan. They are supported in this work by their internal school mentor on the middle leadership programme and by an external leadership coach on all other programmes. Participants write up this project formally and present to their peers as part of the assessment criteria for the programmes. The impact on pupils and how participants reflect on their development as a leader is evidenced and evaluated. However, for NPQH candidates this element is also formally assessed at the panel interview stage.

Case study

Reflections of a Senior Leader following participation in the National Senior Leader Development Programme, facilitated by Cardiff High School (2021-22) (A senior leader from a Primary School RCT)

Context

When I embarked on the Senior Leader Development programme in September 2021, I worked as a primary school teacher in a different local authority and had previously accessed middle leader professional learning from a private company many years ago.

I had been a TLR holder for several years, leading on a broad range of school improvement areas, which over time, included health and well-being, Welsh and provision for more able and talented pupils. I was ambitious for a more significant leadership role and whilst I recognised the need to potentially change school and local authority to achieve this, participating in this programme gave me the confidence and reassurance to do so.

In April 2022, I was delighted to be successfully appointed as the school ALNCo in an RCT school and feel I have grown considerably as a leader during this process.

Reaction

One of the best parts of the programme was the discussion with the course presenters, who were both excellent, and the other participants. The programme was delivered online via Teams in half day sessions due to the ongoing impact of the Covid-19 pandemic. Although not ideal, this approach really suited me and we still managed to participate in worthwhile discussion via the breakout rooms.

I would definitely recommend this programme to my colleagues as it really encouraged me to think outside of my comfort zone and to challenge myself, my thinking and my values. The facilitators were really experienced and informative, they continuously questioned us and made us think and access to a leadership coach was really helpful.

I have to say the programme delivery of our cohort was excellent but there seemed to be inconsistencies between what I received and what friends of mine experienced elsewhere, where it appeared more casual with less focus on the presentation at the end.

On reflection, participating in the programme gave me the confidence to apply for new jobs and the coaching and mentoring sessions were particularly useful in supporting this.

Learning

In terms of new learning, each of the modules reflected the national reform agenda and as such, were very relevant to my role and leadership aspirations. We had sessions on vision and values, leading pedagogy, collaborating with others and coaching and mentoring.

We were also encouraged to choose a Leadership Experience Task (LET) that linked to our SIP and for me this related to an important health and well-being target aimed at reengaging children in clubs and reconnecting following lockdowns and learning from home. I not only shared the impact of my work with other participants on the programme, but also with colleagues and governors back in school. Hearing other practitioners LETs was also an extremely valuable experience.

Behaviour

Most importantly, the programme helped me navigate and understand my own values during a period of significant change in leadership in my then current school. The timing of this support was extremely beneficial to me and gave me a safe space to explore this in more depth, away from school. It helped me recognise my own strengths as a leader, my vision and my values. It has also helped me understand how I effectively support others and how I can further improve this using the coaching and mentoring techniques shared.

Results

This experience was well timed for me as I was ready for the next move and have since taken on more responsibility in a new school where we all share a similar vision and values. I'm now leading colleagues across the school to support children with additional learning needs, ensuring classroom provision, pedagogy and practice is consistent and of a high standard. This is already having a wider positive impact on many pupils.

I would definitely recommend this as a professional learning opportunity for others in a similar situation.





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Grymuso ysgolion i wella deilliannau i bob dysgwr

Empowering schools to improve outcomes for all learners