

Strategic Briefing: Curriculum, Professional Learning, Pedagogy and Leadership

CIEA, January 2023

- **The context of this briefing**
- **Professional Learning**
- **Pedagogy and Practice**
- **Leadership of Change**

Context



- **The Curriculum**
- **ALN Reform**
- **Post-Covid**
- **Qualifications**

The National Approach to Professional Learning



The National PL Entitlement

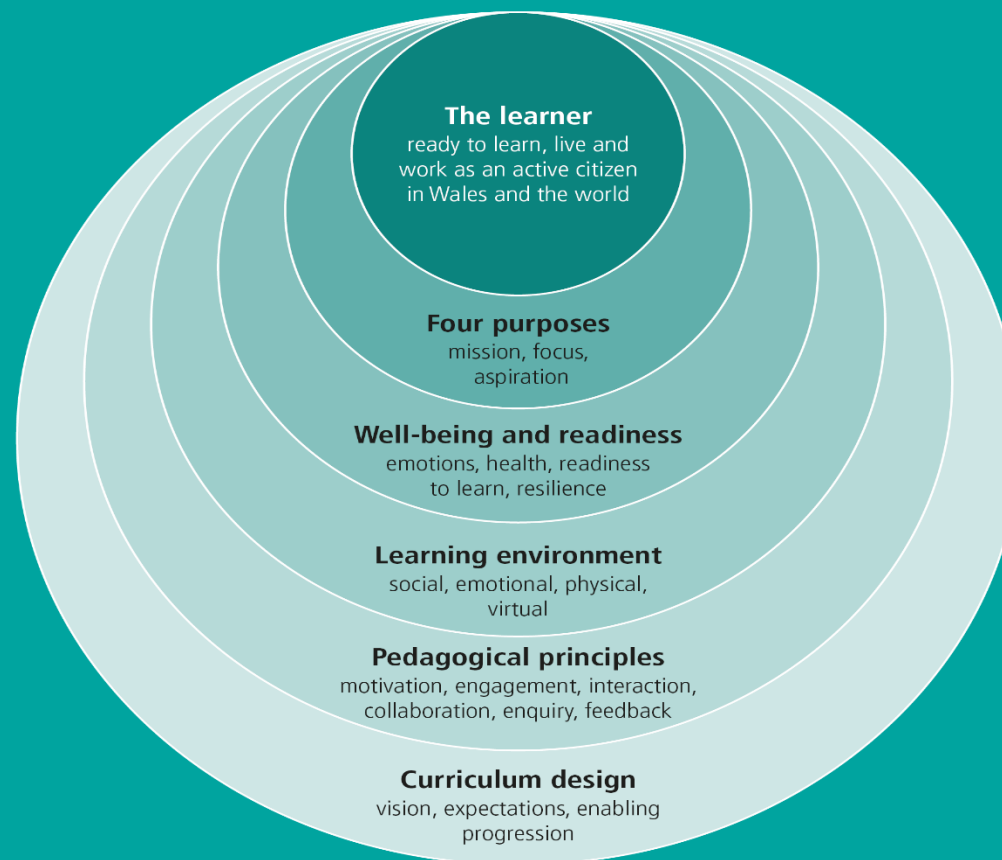
Entitlement/expectation statements for teachers and teaching assistants	Effective practice in meeting and responding to the entitlement/expectation	Sustained highly-effective practice in meeting and responding to the entitlement/expectation (in addition to those noted in the effective practice column)
professional learning (NAPL) that includes a blend of approaches and opportunities for reflection, enquiry and collaboration for learning.	<ul style="list-style-type: none"> Working in a school or setting that undertakes enquiry into their priority areas. Purposeful collaboration between peers in your school, setting or cluster. 	<ul style="list-style-type: none"> Your school or setting engages with cluster, local authority and/or regional enquiry programmes. Opportunities for purposeful collaboration with other schools or settings on a regional, national and/or international level.
2. As a practitioner I am expected to actively engage in professional learning and make positive use of time allocated for it, including INSET time.	<ul style="list-style-type: none"> Proactively engaging with planned professional learning and engaging with available resources to support you in the time allocated. Taking a reflective and enquiring approach to improving practice and adopting new approaches. Proactively engaging in peer collaboration in your own school, setting or cluster to promote mutual learning. 	<ul style="list-style-type: none"> Contributing to and leading professional learning or INSET activity when it is relevant, appropriate and will support peer learning. Collaborating with practitioners in other schools or settings when opportunities that relate to your professional learning journey arise.
3. As a practitioner I am entitled to work in a school or setting that sees itself as a learning organisation and that has embedded the use of the professional standards in all aspects of professional development.	<ul style="list-style-type: none"> Feeling part of a school or setting where there is an ethos of working together to promote team learning within a culture of enquiry to achieve a shared vision. The school or setting actively uses the schools as learning organisations (SLO) survey to identify areas to improve. 	<ul style="list-style-type: none"> Your school's or setting's development plan is informed by self-critical use of the SLO survey and consistently challenges itself to improve as a learning organisation. Professional standards are used to drive continual engagement in professional learning and promote

Pedagogy

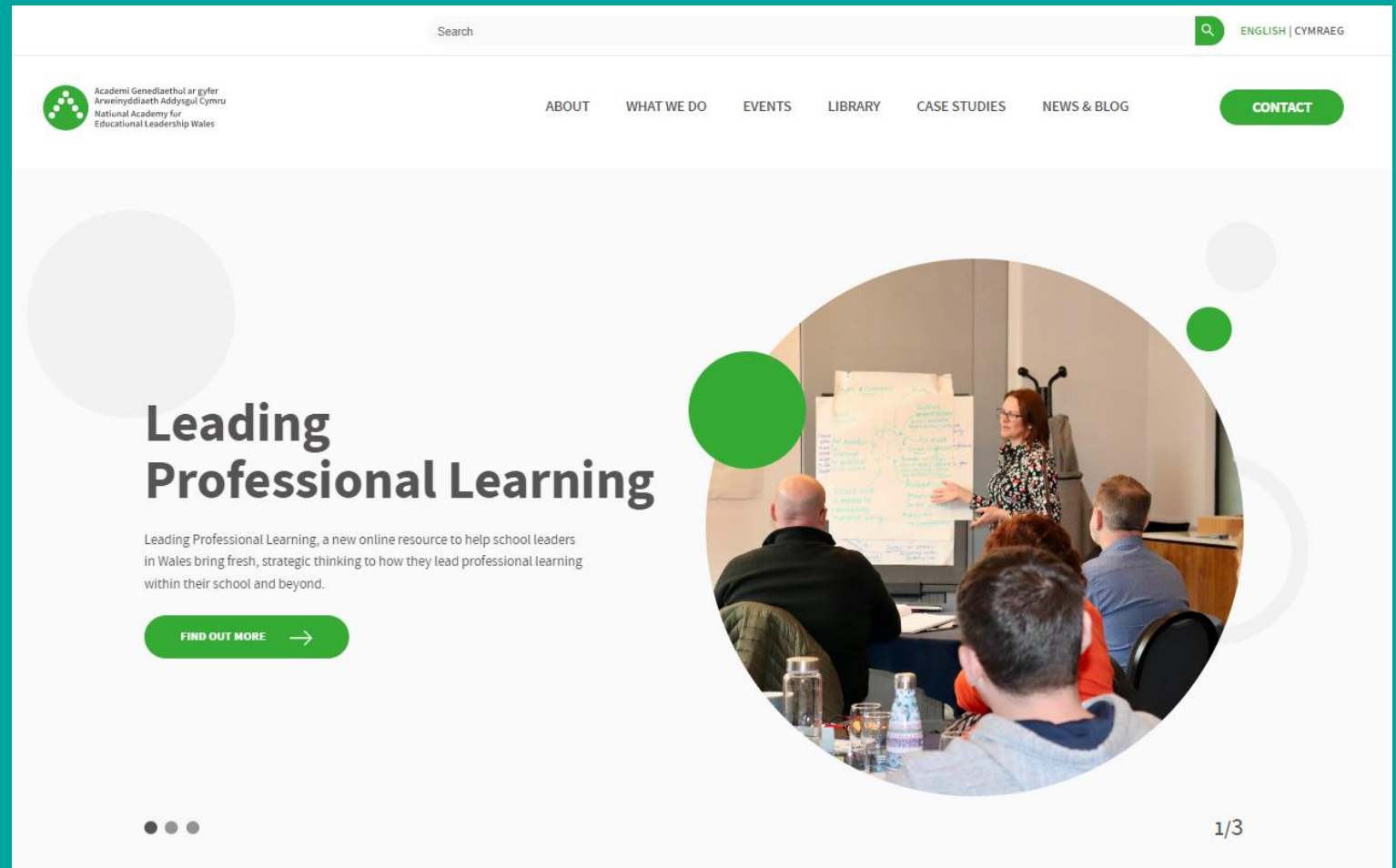
Developing a deeper systemic understanding of pedagogy, founded on identifiable, effective practice that exists in Wales, is key to both supporting improvement in learning and teaching and providing a strong platform for innovation as we continue to develop and realise Curriculum for Wales.

Pedagogy

Making sense of the interactions and relationships that lead to learning



- Quality Assurance
- Innovation
- System Leadership
- Leadership Development
- Insight
- Well-being
- Strategic Workforce Development
- Stakeholder Engagement



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