Education reform – the implications for schools and the Welsh system

#educationreformwales
Welcome

Jano Owen
Ysgol Bro Idris

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Introduction to the day

Steve Davies
Director of Education, Welsh Government

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Our transformational curriculum and assessment arrangements to raise standards for all learners

Professor Graham Donaldson

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The challenge

“What our children and young people learn during their time at school has never been more important yet, at the same time, the task of determining what that learning should be has never been more challenging.”

Successful Futures 2015
Globalisation
• Interdependence
• Competition
• Offshoring
• Reshoring
• Mass migration
• Scarcity
• Climate
• Protection

Society & Citizenship
• Inequality
• Demography
• Life expectancy
• Civic participation
• Changing family structures
• Post truth/‘alternative facts’

Employment
• Skill demand changing
• Portability
• Employability
• Digital competence
• Fluid job market
• Lifelong learning
• Automation/artificial intelligence/robotics

Resources
• Scarcity
• Efficiency
• Accountability

Education
• New and growing expectations
• Instrumental pressure? Education is for work?
• Education for democratic participation / ethical citizenship?
• Uncertainty and lifelong learning
• New conceptions of knowledge?
• Creativity, teamworking, problem-solving?
• Deprivation and educational achievement?
• Better learning or different learning?
• Anywhere, anytime learning? Hand-held connectivity?
• Social networking
• Internationalisation – PISA/PIRLS/TIMMS

Technological developments
Nature/pace/lag/digital divide
- New markets and jobs but also volatility, insecurity and migration
- Complexity, diversity and inequality
- Ambiguity and citizenship
- Connectivity, collaboration and cybersecurity
- Personal and collective learning
- Innovation or obsolescence

"If we teach today as we taught yesterday, we rob our children of tomorrow."

John Dewey (1915) Schools of Tomorrow
Importance of

- strong basic skills including digital competence
- deeper conceptual understanding
- connected and coherent knowledge
- authentic knowledge in context
- creativity and problem solving
- learning in collaboration and to collaborate
- ethics and values
- personal agency

Move from what students should be learning towards what they should become?

(Priestley and Biesta 2014)
Creating the conditions for all young people to experience education of the highest quality requires 2 complex challenges to be addressed successfully.

Creating an inclusive, engaging and challenging set of learning experiences in pursuit of ambitious and agreed purposes of education.

Bridging the gap between aspiration and the reality of day-to-day classroom life.
The report: Successful Futures

- 8 Chapters
  - Overview
  - Processes and Evidence
  - Purposes
  - Structure
  - Pedagogy
  - Assessment
  - Implications
  - Conclusions and Recommendations

- 68 Recommendations
Some Interesting Elements of the Big Messages

• Compelling case for fundamental change
• Agree and pursue relentlessly ambitious curriculum purposes for all our young people
• Raise and broaden ‘standards’ across the board – deep learning - creativity as well as basic literacy, numeracy and digital competence.
• Address issues of identity, wellbeing and the development of ethical understanding and personal values
• Create an uncomplicated framework that is progressive and stretching, embodies the best of current knowledge and can be realised in practice
• Create space for engaging and effective teaching and learning
• Re-establish assessment as integral to (deep) learning
• Address implications for capacity, leadership and accountability from the outset
Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:

- Ambitious, capable learners ready to learn throughout their lives
- Ethical, informed citizens ready to be citizens of Wales and the world
- Enterprising, creative contributors ready to play a full part in life and work
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society
The four purposes

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

1. Embedding the four purposes
2. Creating a new curriculum
3. Extending and promoting learners' experiences
4. Developing our cross-curriculum responsibilities
5. Enabling the Welsh language to thrive
6. Developing a new assessment and evaluation framework
7. Building the capacity of all practitioners and leaders
8. Establishing a constructive and robust accountability system

Inclusivity
Working in partnership
Inspiring leadership
Strong school-to-school working

Diagram content includes:
- Embedding the four purposes
- Creating a new curriculum
- Extending and promoting learners' experiences
- Developing our cross-curriculum responsibilities
- Enabling the Welsh language to thrive
- Developing a new assessment and evaluation framework
- Building the capacity of all practitioners and leaders
- Establishing a constructive and robust accountability system
- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Diagram note: The diagram visualizes the integration of inclusivity, working in partnership, inspiring leadership, and strong school-to-school working.
• Continued support, even enthusiasm, across system
• Strategic and inclusive approach based on agreed purposes
• Reflects current evidence about successful reform – growth not deficit
• Not top-down but collaborative, all-Wales reform - pioneer network
• Time given for ‘sense-making’ and understanding
• Strategic legislation – subsidiarity
• Strong commitment to capacity building and professional learning
• Critical importance of leadership at all levels
• Accountability follows design
• International interest and active OECD involvement
Our transformational curriculum and assessment arrangements to raise standards for all learners

Carl Sherlock
High Cross Primary School

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Questions

Table discussion

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Curriculum

Could school leaders and governing bodies signal our shift towards the centrality of the four purposes whilst in the process of planning for the new curriculum? If so, what could be done?

How could we ensure that assessment for learning becomes a central feature of our reformed education system in every classroom and for every learner?
Kirsty Williams AM

Cabinet Secretary for Education

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Kirsty Williams AM
Professor Graham Donaldson
Steve Davies
Nick Batchelor, Cardiff City Council
Mike Glavin, CSCJES
Meilyr Rowlands, Estyn

Question and answer panel
Coffee Break

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Supporting a high-quality profession: the role of professional standards

Professor Mick Waters
Liz Durrant / Annie James, Llanishen Fach Primary School

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Helping professionalism to flourish

Using the professional standards for teaching and leadership

Accountability with renewed purpose
Helping professionalism to flourish...

- building a community of professionals
- avoiding leadership as ‘head of answers’
- and avoiding leadership ‘in the know’
- prioritise professional learning for all staff
- with opportunity for staff to work in teams on professional enquiry
- build teams to include teachers, assistants and ancillary workers
- and teach them to work well together
My schooling...

- was rooted in the real world
- showed me the world of work
- gave me knowledge and skills to manage my own life
- introduced me to my local, national and global world
- made me ready for tests and examinations
- gave me a voice
- protected my childhood

My learning...

was an entitlement to experiences

Helped me to believe I could make a positive difference
Professional learning

Supporting growth in others

Leadership enables all staff to become the best they can be, recognising and realising potential in a bilingual learning context.
Delegation and empowerment

Leadership empowers colleagues to develop ability in others, systematically encouraging reflection on practice and techniques for development.
Leadership is a *reservoir of knowledge and understanding* about pedagogic reading and research and able to make connections for the teaching community linked to their working context.
Leadership

Empowering others

The approach to leadership generates an image in teachers and others of what it feels like to work in a well-led school. Aspects of leadership are made explicit to inspire future leaders.
Overarching values and dispositions

Teachers exhibit high professional standards in values, dispositions and the practice of teaching.
Every teacher consistently emphasises the central importance of the promotion of Welsh culture and language. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners’ skills and competence.

The needs of and rights of learners will be central and take priority in the teacher’s approach to their job. The teacher exhibits high expectations and commitment to the achievement of all learners.

Every teacher consistently emphasises the central importance of literacy, numeracy and digital competence. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners’ skills and competence.

The teacher has a professional right to be part of a school that sees itself as a learning organisation. The teacher has the autonomy to be a contributing part of a local, national and global profession and has the right to instigate and support improvements to the school to the benefit of learners.

The teacher is committed to learners everywhere and is an influential part of a developing and coherent education culture in Wales.

Teachers see themselves as professional learners and commit to continuous engagement in career-long development, collaboration and innovation.

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Rights of learners

Professional entitlement
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System role

Welsh language and culture

Professional learner

Rights of

Professional
Working as one... to secure effective pedagogy with overarching values and dispositions
Five professional teaching and leadership standards

- Pedagogy: ....is paramount
- Collaboration: ....allows it to spread
- Leadership: ....helps it grow
- Innovation: ....moves it forward
- Professional learning: ....takes it deeper
Expectations of professional teaching

Entry to the profession – QTS and induction

Pedagogy

Collaboration

Innovation

Leadership

Professional learning

Sustained highly effective practice

Teaching
Expectations of formal leadership practice

Formal leadership roles

Pedagogy
Collaboration
Innovation
Leadership
Professional learning
Sustained highly effective formal leadership
New formal leadership role

37
Leadership imperatives...

- work to make staff believe they are vital and needed members of the team, no matter how inexperienced
- make staff feel valued for themselves, not just as functionary or assets to the school
- value their interests and skill
- provide for staff well-being
- provide on going guidance on the use of digital technologies
- make the environment attractive, supportive, efficient, business-like, restorative…and clean
Helping professionalism to flourish

- treat every individual teacher as a precious resource
- enable senior leaders and other particularly qualified staff to model good teaching throughout the school
- show that leadership is committed to learning the Welsh language
- involve staff voice on policy decisions
With individual teachers...

- encourage each individual to document success (Professional Learning Passport)
- analyse successes with them
- over the course of a year, record 15 examples of
  - most successful examples of teaching
  - a well organised educational visit
  - a display that stimulates further learning
  - a useful contribution to a staff meeting
  - involvement in an extended curriculum development group
  - sensitively handling a delicate matter with a parent
  - dealing with disciplinary matter
  - suggesting a change to a school policy
  - linking with an employer
  - contributing to development in another school
Using the standards...

- fix a dedicated time with the teacher

- have list of considerations per standard

- start with the teacher’s record (PLP) and explore the descriptors

- so these were strong contributions...

  - how do you know?
  - what is the impact?
  - are the 5 standards in balance?...why not?
  - how do we spread the good things?
  - who could you help?
  - how can we help you?
  - …ambitions for next time?
Using standards as a tool to support self review and professional growth

What does it tell us about strengths?
pedagogy

leadership

innovation

professional learning

collaboration
Strengths? Areas for further development?
Sustaining highly effective teaching

Building enthusiasm in all staff for the fascination with learning is a key leadership endeavour to encourage all to better themselves to the benefit of learners.
Different teacher strengths and experiences...

- for the NQT, the experienced and proficient, the struggler
- a focus always on standards for growth
- and the rate at which growth is being achieved
- and how it is being demonstrated and observed by others

OUR ACCOUNTABILITY IS TO EACH LEARNER AND TO WALES
My profession...

- was rooted in exploring practice
- introduced me to my local, national and global profession
- allowed me to look back years later and reflect it was worth it
- gave me knowledge and skills to try new approaches
- made me look for further qualification
- was an entitlement to experiences
- showed me how to work with others
- protected my joyous professionalism
- gave me a voice

Helped me to believe I could make a positive difference
Helping professionalism to flourish

Using the professional standards for teaching and leadership

Accountability with renewed purpose
Llanishen Fach Primary School

#educationreformwales
What do we want our learners to be like?
What are we trying to achieve?
What kind of school do we want?
Advancing learning... through effective application of subject knowledge and discipline

QTS/Induction

Sustained highly effective practice

Four purposes for learners
- Exploiting areas of learning
- Blended learning experiences
- Real life, authentic contexts
- Progression in learning
- Cross-curricular themes

Teaching

Formal leadership
Pedagogy: Advancing learning... through effective application of subject knowledge and discipline

Four purposes for learners

- The way that the four purposes have been embedded, developed and extended is clearly articulated, with pedagogic evidence made available to colleagues.

There is clear evidence of sustained embedding of the four purposes for learners.

Blended learning experiences

- A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life.

Teaching contexts and methods are blended to use experience from varied and appropriate environments to support each other. Learning areas such as the workshop, outdoors, laboratory, studio, gymnasium, library, theatre and classroom are integrated settings for learning, demonstrating discipline and structure appropriate to experience.

Real life, authentic contexts

- Learners initiate, drive and reflect upon authentic experience which reinforces prior learning and provides context for further development across all four purposes.

There is evidence of real life, authentic contexts for learning being provided as a natural part of the learning experience.
AUDIT

I am a
- Governor

All our children and young people will be
- ambitious, capable learners

who
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts

I believe this because
- Please define with a specific example how you believe we meet this purpose. Avoid using broad headings i.e. ‘outdoor learning’, instead reference a particular activity or even an aspect of activity.
A journey through photos...
Recommendations

• Integrate PTS trial with existing strengths and improvement priorities;
• Start with a small focus group and gradually widen involvement;
• Ensure the trial remains focused and isn’t too broad;
• Be prepared for the initial reaction to engaging in PTS work: recognise the need to share the renewed vision for PTS in line with curriculum reform;
• Make sure there is a common understanding linked to the terminology of the standards.
### The PTS

<table>
<thead>
<tr>
<th>Positives</th>
<th>Areas to consider</th>
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<tbody>
<tr>
<td>• Standards reflect the vision for reform;</td>
<td>• Clarity on effective use of the standards is essential;</td>
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<tr>
<td>• Engaging, holistic visual model;</td>
<td>• Ambiguity could lead to misinterpretation;</td>
</tr>
<tr>
<td>• Five dimensions relevant and purposeful;</td>
<td>• Common understanding of language is essential;</td>
</tr>
<tr>
<td>• Greater sense of ownership;</td>
<td>• Schools to ensure equity of opportunity for all to address standards;</td>
</tr>
<tr>
<td>• Vehicle for reflection and progression;</td>
<td>• Demands of timescale could lead to loss of impact of new PTS.</td>
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<tr>
<td>• Encourages collaboration leading to practice development;</td>
<td></td>
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<tr>
<td>• Accessible online.</td>
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We are on the path to making the teaching and learning at Llanishen Fach irresistible!
Supporting a high-quality profession: the role of professional standards

Beverley Cole
Langstone Primary, Newport

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Questions

Table discussion

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Supporting the Profession

What do you think will be the key challenges to ensuring that all professionals in our education system are able to benefit from the introduction of the new professional standards?

Initial Teacher Education will be reformed from 2019. How do you believe that your school can contribute to the new partnerships that will be in place with HEIs to ensure effective development and delivery of ITE programmes?

What benefits would you like to see emerge from our stated intention to build a more collaborative profession? What do school leaders need to do to ensure that all teachers are able to collaborate effectively with others?
Meeting new approaches to leadership development: update on the National Academy for Educational Leadership

Ann Keane
Successful Futures for children and young people

The work of the Welsh Academy for Educational Leadership will be underpinned by the four pillars of ‘Successful Futures’, so that children and young people develop as:

1. Ambitious, capable learners, ready to learn throughout their lives;
2. Enterprising, creative contributors, ready to play a full part in life and work;
3. Ethical, informed citizens of Wales and the world; and
4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Vision of the Academy

The National Academy for Educational Leadership, is part of a coherent reform agenda, that will enable equity of access to high-quality leadership development initially for those in schools then extending to wider education settings. It will secure, nurture and inspire leaders now and for the future across the entire system in both Welsh and English medium settings. We will ensure that Wales is a great place to be a leader in education and we will build our capacity to deliver our wide-ranging ambitions for learners.
Vision:

Focused on the leadership of learning

Inclusive and collaborative
- Owned by the sector for the whole of the education system – ‘our academy’
- Developing a culture of system led, collaborative leadership
- Supporting equity of access to the most effective leadership development

Inspiring and motivational
- Promoting great leadership development that is future focused and relevant for today
- Building on existing good leadership practice where it already exists, nationally and internationally, in education and in other sectors
- A coherent part of the wider reform agenda

Capacity building
- Enabling great leadership to thrive within the system
- Empowering workforce development and strategic workforce planning for leadership
- Ensuring the future supply of leaders

Quality and impact
- Understanding the difference leadership makes
- Leading thinking and developments for the leadership of learning
- Underpinned by experiential and theoretical learning that is research and evidence based

Supporting the purposes of the curriculum in Wales where children and young people develop as:

Ambitious, capable learners, ready to learn throughout their lives
Enterprising, creative contributors, ready to play a full part in life and work
Ethical, informed citizens of Wales and the world
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Values: The National Academy for Educational Leadership will be:

- **Responsive**
  agile and flexible in meeting the needs of every learner

- **Excellent**
  inspiring all leaders now and in the future

- **Collaborative**
  engaging with and beyond the education sector, nationally and internationally

- **Innovative**
  enabling learning and influencing national policy

- **Professional**
  evidence based, ensuring high standards, integrity and moral purpose

Focused on enabling the leadership of learning
Vision and functions: overview

- Inclusive and collaborative
- Inspiring and motivational
- Focused on the leadership
- Capacity building
- Quality and impact

Supporting the purposes of the curriculum in Wales where children and young people develop as:

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External strategic functions:
- Academy leadership
- Leadership development
- System leadership
- Strategic workforce planning for leadership
- Policy and research

Internal enabling functions:
- Organisational leadership
- Endorsing, commissioning, licensing
- Quality and impact
- Communications
- Corporate services
- Infrastructure and technology
<table>
<thead>
<tr>
<th>Ref</th>
<th>Strategic function</th>
<th>Workstreams</th>
</tr>
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</table>
| 1   | Academy leadership                                    | • Lead the development of the strategic and operational plan in line with the vision for the Academy  
• Define and implement a strategy to establish and maintain the Academy as a leading and trusted thinker for the leadership of learning  
• Build a sense of presence of the Academy within and beyond Wales that is inspiring and motivational  
• Secure excellent relationships with a range of key stakeholders |
| 2   | Leadership development                                | • Define, endorse and commission the provision of high quality leadership development  
  • Ensure coherence, taking account of system needs, build equity of access and ensure a focus on career long development  
  • Oversee the implementation and maintenance of the leadership standards  
  • Define and implement the strategy for quality and impact |
| 3   | System leadership                                     | • Define a strategy for developing Wales as a self-improving education system  
  • Define, designate and develop system leadership  
  • Support and enable effective networks and collaboration |
| 4   | Strategic workforce planning for leadership           | • Define and implement a strategy, in collaboration with key partners, to secure, and nurture leaders for now and the future |
| 5   | Policy and research                                   | • Define and implement a strategy for research and policy development  
  • Ensure that all the work of the Academy is evidence based  
  • Gather, analyse and share emerging national and international leadership practice  
  • Develop Welsh specific research materials as well as drawing on the best evidence from elsewhere |
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| 1   | Organisational leadership                 | • Define and lead the internal operation of the Academy  
• Ensure strategies, systems and process are in place and led and managed well  
• Ownership of accountabilities as defined through the governance model, including:  
  • Establish and implement formal organisational reporting processes |
| 2   | Endorsing, commissioning, licensing        | • Define activities related to leadership provision, which include licensing the delivery of national programmes and the quality approval of externally provided provision  
  • Commissioning HEIs to accredit provision |
| 3   | Quality and impact                        | • Build systems and processes, supported by qualitative and quantitative data, to monitor and review the quality and impact of leadership provision |
| 4   | Communications                            | • Define and implement communication strategy and plan supporting all external core strategic functions |
| 5   | Corporate services                        | • To build or commission operational services/functions:  
  • Legal (internal organisational, external e.g. commercial, issuing and managing tendering processes)  
  • Finance, including funding  
  • HR (e.g. performance, pay, health and wellbeing)  
  • Communications - functional tasks (publications, printing etc.)?  
  • Project and risk management |
| 6   | Infrastructure and technology             | • Develop a detailed description of Academy infrastructure needs (short, medium, long term)  
• Definition of systems, processes and technology required, To include:  
  • Internal organisational infrastructures – e.g. IT  
  • Internal administration support – (PA, support staff activities)  
  • External – e.g. website hosting, website development, social media |
The Cabinet Secretary Agreed

The vision and values

The creation of the Academy as a Company Limited by Guarantee, to be in place by Spring 2018.
Meeting new approaches to leadership development: update on the National Academy for Educational Leadership

Tegwen Ellis
Ysgol Cynwyd Sant

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Questions

Table discussion

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Leadership

What in your experience needs to be done to help nurture future leaders for your sector?

What can the National Academy for Educational Leadership do to ensure that all future leaders are effective leaders of pedagogy/learning?

How could we better support future leaders to become leaders of change and to steer the effective transformation of the curriculum and assessment arrangements in every school?

What could you do to contribute to the success of the Academy?
Lunch
Welcome back

Ty Golding
Ysgol y Ddraig
Strong and inclusive schools committed to excellence, equity and wellbeing

Deborah McMillan
Welsh Government secondee from Bridgend County Borough Council

#educationreformwales
www.aces.me.uk
Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse of the child, to parental separation, parental substance misuse, domestic violence, parental mental illness, or the incarceration of a parent or guardian.
Over 2,000 adults aged 18-69 years participated in the ACE Study for Wales.

Provided information on their exposure to ACEs before the age of 18 years and their health and lifestyles as adults.

The study achieved a compliance rate of 49.1%.

The sample was designed to be representative of the general population in Wales.

Data were collected in participants’ places of residence using an established questionnaire incorporating the short ACE tool developed by the US Centre for Disease Control based on work by Felitti et al (1998).
Welsh ACE study – Public Health Wales Reports

- Health Harming Behaviour
- Mental Well-being
- Chronic disease and Health Service use
Welsh ACE study - Exposure

**Child Maltreatment**
- Verbal abuse: 23%
- Physical abuse: 17%
- Sexual abuse: 10%

**Childhood Household Included**
- Parental separation: 20%
- Domestic violence: 16%
- Mental illness: 14%
- Alcohol abuse: 14%
- Drug use: 5%
- Incarceration: 5%
Trauma response and the impact of ACEs on brain development

Healthy response

At Rest

Threat

Fight or Flight

Exhausted

Chemicals flood in

Recovery

At Rest

Fixed Allostatic load

ACEs

Chronic Stress from ACEs over-develop ‘life-preserving’ part of the brain.
http://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/
ACE specialist
Knowledge/skills required by those in specialist roles providing evidence based interventions/therapies to children affected by ACEs

ACE Skilled
Knowledge/skills required by all those with regular and intense contact with children known to be affected by ACEs

ACE Informed
Knowledge/skills required by all in direct contact with children who may be affected by ACEs

ACE Universal
Knowledge/skills required by everyone in the children’s workforce

Adverse Childhood Experiences Education workforce training framework
Spread the word - ACE informed professionals, politicians and public

Identify ACEs, promote protective factors, increase resilience

Address the root causes not the symptoms
Strong and inclusive schools committed to excellence, equity and wellbeing

Dean Flood
Mary Immaculate, Haverfordwest

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Questions

Table discussion

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Wellbeing and Equity

Adverse Childhood Experiences – Acknowledging the research evidence around ACEs, how can schools and their partners improve collaboration to tackle the challenges posed by ACEs and seek to lessen their impact?

At present, which group of learners do you believe are least well served by our education community? What in your opinion should be done about it?
Creating reliable and robust assessment, evaluation and accountability arrangements to support a self-improving system

Professor Mick Waters

#educationreformwales
Helping professionalism to flourish

Creating reliable and robust evaluation and accountability arrangements to support a self improving system

Accountability with renewed purpose
Seeking reliable school transformation…

- a concerted shift across the system
- a belief in professionalism as a driver for transformation
- teaching as a research led learning profession
- school leadership as a system-wide driver of growth
- accountability as responsibility for every learner
- with agencies of government working together
- supported by trustworthy inspection and validation
Real drivers in the system...

- data …often suspect
- league table position
- GCSEs and KS2 results
- inspection…often suspect
- categorisation
- compliance, competition and caution
- target driven performance management
- cusp chasing
- teachers playing safe
- simplistic syllabus
- extended courses
- spoon fed learning
- Estyn ripples
- pupils as currency
The purposes of the curriculum in Wales should be that children and young people develop as:

- enterprising,
- confident,
- ethical,
- creative,
- ambitious,
- informed

TEACHERS and LEADERS
So instead let’s pursue new ways of bringing to life values that motivate us professionally innovating with integrity….

To empower and inspire; creating the conditions in which children can flourish
The Education Improvement Evaluation Framework should support the realisation of the four purposes of education:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, creative contributors ready to play a part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society

**Role**

**What should be evaluated?**

- The curriculum the school provides and how it meets the needs of all pupils and the four purposes
- The learning and teaching of the AoLE content
- How well professional learning standards have been embedded
- Pedagogy / Leadership
- Whether the evaluation indicators chosen are the right ones and based on the context of the school, self-evaluation and evidence
- The impact of pupil progress and value added
- School-to-school working
- Resource Management

**How?**

Schools are accountable to the Governing Body, parents and local authority for outcomes. Consortia are accountable to local authorities for delivering school improvement and accountable to Welsh Government. Welsh Government is accountable to the National Assembly for Wales. At a school level Estyn to adopt a new common inspection framework.

Estyn to hold schools to account via a new common inspection framework that looks at:

- The curriculum the school provides and how it meets the needs of all pupils and the four purposes
- The learning and teaching of the AoLE content
- How well professional learning standards have been embedded
- Pedagogy / Leadership
- Whether the evaluation indicators chosen are the right ones and based on the context of the school, self-evaluation and evidence
- The impact of pupil progress and value added
- School-to-school working
- Resource Management
Accountability with renewed purpose…

- personal accountability is at the heart of professionalism

- a teacher carries the enormous responsibility for the learning growth of 30 or more young people

- this is different from accountability to a ‘superior’

- corporate management systems can reduce professionalism

- need to focus upon pupil learning more than the institution

- a ‘community investment’ rather than ‘consumer outlook’
Inspection…what might be done?

- is the school ‘good enough’ or not?...cease the grading
- justification and examples only to the school
- identify the data dilemmas…a splendid school but...
- level of parental support stated in the ‘good enough’ judgement
- inspection by area and groups of schools
- patterns, trends and anomalies in the system
- inspectors to teach as a condition of registration
- include practising teachers
- ongoing evaluation of the ‘concerted shift’ in Welsh schooling
Implications for Local Authorities and Consortia…

- addressing schooling on a locality rather than individual school basis
- looking at data across pupil outcomes across postcodes and communities
- confronting perverse incentives and gaming
- balancing well-being and learning outcome data
Implications for Government…

- demonstrating a commitment to professional accountability
- explaining the approach to the public
- engaging in genuine dialogue with the profession over time
- working with OECD to promote a fundamental shift in a SISS
- building an understanding of the well-being and outcomes axis
- holding the nerve
Implications for schools...

- the need for each teacher to accept personal professional accountability
- for each pupil, the success of their school and Welsh education
- leadership needs to accept a responsibility to enable, empower and support each individual teacher and other staff
- need to resist see pupils as ‘units of production’ and teachers as operatives and technicians
- governors to resist ‘feed the machine outlook’
- governance to have a focus upon groups of schools
- communities to feel an accountability for the success of their school
- grasp the opportunity and cast off the straight jacket
Implications for schools’ leadership…

- the need to build an infrastructure for collaboration
- collectively taking responsibility for the preparation, induction and support of new head teachers
- collectively adjusting provision, challenge and support to ensuring their schools meet accountabilities and responsibilities
- collaboration across sectors
- properly exploit the Leadership Academy for Wales

Build the aspiration to become a professional schools’ leader
Six questions for discussion

1. How can ‘professionalism’ and personal accountability be driven into Initial Teacher Education?

2. How do we encourage shared accountability at LA and consortia level?

3. How can government be supported in its quest for building trust alongside accountability?

4. How could inspection be focused upon area provision?

5. What would be the benefits of engaging teachers and leaders from schools in inspection as part of professional learning?

6. What do we need to do together as system leaders to improve accountability?
Helping professionalism to flourish

Creating reliable and robust evaluation and accountability arrangements to support a self improving system

Accountability with renewed purpose
Seeking reliable school transformation…

- a concerted shift across the system
- a belief in professionalism as a driver for transformation
- teaching as a research led learning profession
- school leadership as a system-wide driver of growth
- accountability as responsibility for every learner
- with agencies of government working together
- supported by trustworthy inspection and validation
Real drivers in the system…

- Data …often suspect
- League table position
- GCSEs and KS2 results
- Inspection…often suspect
- Categorisation
- Compliance, competition and caution
- Target driven performance management
- Cusp chasing
- Teachers playing safe
- Simplistic syllabus
- Extended courses
- Spoon fed learning
- Estyn ripples
- Pupils as currency
The purposes of the curriculum in Wales should be that children and young people develop as:

- enterprising, confident, ethical, creative, ambitious, informed
- healthy, confident individuals ready to lead fulfilling lives as valued members of society.
- ethical, informed citizens ready to be citizens of Wales and the world
- enterprising, creative contributors ready to play a full part in life and work
- ambitious, capable learners ready to learn throughout their lives

TEACHERS and LEADERS
So instead let’s pursue new ways of bringing to life values that motivate us professionally

innovating with integrity….

To empower and inspire; creating the conditions in which children can flourish
The Education Improvement Evaluation Framework should support the realisation of the four purposes of education:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, creative contributors ready to play a part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society

What should be evaluated?

- Outcome
- Role
- What should be evaluated?
- How?
- Outcome

Schools are accountable to the Governing Body, parents and local authority for outcomes.
Consortia are accountable to local authorities for delivering school improvement and accountable to Welsh Government.
Welsh Government is accountable to the National Assembly for Wales.

At a school level, Estyn to adopt a new common inspection framework.

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WG/NATIONAL LEVEL
REGIONAL LEVEL
SCHOOL LEVEL

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- a ‘community investment’ rather than ‘consumer outlook’
inspection as a force for good

with many dedicated, professional, committed inspectors

BUT

a negotiation based on assertiveness

believing its own validity

but endlessly modifying the ‘certainty’

intensely personalised

‘teaching’ and ‘leadership become becomes ‘teacher’ leader

AND

maintaining processes that encourage ‘gaming’ at every level
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- For each pupil, the success of their school and Welsh education.

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- Need to resist seeing pupils as 'units of production' and teachers as operatives and technicians.

- Governors to resist 'feed the machine outlook'.

- Governance to have a focus upon groups of schools.

- Communities to feel an accountability for the success of their school.

- Grasp the opportunity and cast off the straight jacket.
Creating robust assessment, evaluation and accountability arrangements to support a self-improving system

Sarah Coombes
Llanishen Fach Primary School

#educationreformwales
Questions

Table discussion

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Assessment, Evaluation & Accountability

How can we ensure that our historical emphasis on assessment for accountability purposes moves onto assessment for learning and assessment that is designed to support learners?

What do you believe should be the core components of a new national approach to evaluation and accountability? Are there things that we should seek to evaluate that are currently undervalued in your opinion?
Deborah McMillan
Professor Mick Waters
Steve Davies
Nick Batchelar
Mike Glavin
Meilyr Rowlands

Question and answer panel

#educationreformwales
Summing up and close

Steve Davies
Director of Education and Schools, Welsh Government

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