

## Appendix D FESTIVAL OF LEARNING – BENEFITS REALISATION MAP

PROJECTS deliver →	OUTPUTS which create → <i>(What is needed to create change?)</i>	BUILDING CAPABILITIES which become → <i>(What needs to be in place to enable change?)</i>	OUTCOMES which enable → <i>(Desirable state of org. using these new things)</i>	BENEFITS REALISATION <i>(Long/short term linked to Corporate Objectives etc)</i>
		See slide 1, p.7 SIG 13/12/17	See slide 2, p7. SIG 13/12/17	<p>Aligned to Estyn's five inspection areas.</p> <p>Seven wellbeing goals for Wales' Indicators of the Wellbeing of Future Generations (Wales) Act 2015.</p> <p><b>Corporate priorities</b></p> <ol style="list-style-type: none"> <li>1. <u>Supporting a successful economy</u> <ul style="list-style-type: none"> <li>• eg working with Cardiff Capital Regional Skills and Employment Board (employment/apprenticeships etc.)</li> <li>• eg work with schools to close gaps in ed. attainment. eFSM (pupils eligible for free school meals) and other vulnerable groups.</li> <li>• Curriculum review (including Digital Competence Framework).</li> </ul> </li> <li>2. <u>Helping People to be more self-reliant</u> <ul style="list-style-type: none"> <li>• To reduce demand by investing in targeted early help and intervention programmes.</li> </ul> </li> <li>3. <u>Smarter use of resources</u></li> <li>4. <ul style="list-style-type: none"> <li>• Develop the culture and skills requirements to meet the needs of a changing organisation.</li> <li>• Provide the learning and development opportunities for</li> </ul> </li> </ol>

				<p>staff to meet future service needs.</p> <ul style="list-style-type: none"> <li>• Improve mechanisms that increase responses to consultations.</li> </ul> <p><b>Education and Family Support Directorate priorities</b></p> <ol style="list-style-type: none"> <li>1. Shared vision aligned to local/national and regional policies (including Wellbeing of Future Generations (Wales) Act and Welsh).</li> <li>2. Ensure children and young people actively involved in policy development and decision making through participation.</li> <li>3. Pan-directorate focus in early identification of an individual's needs.</li> <li>4. Create tailored professional learning programme for staff within directorate and ensure school-based colleagues benefit from continuing professional development (CPD) opportunities.</li> </ol>
<p><b>Professional Learning Workshops – (PL)</b></p>	<p>(Create baseline) (Feb 2018) Via "<u>Readiness Tool</u>" for CSC</p> <p>This tool is designed for Curriculum Wales by 2020 focussing on 6 areas:</p> <ol style="list-style-type: none"> <li>1. Pedagogy</li> <li>2. Innovating learning experiences</li> <li>3. Leading and collaborating professional learning</li> <li>4. Language and culture</li> <li>5. Assessment and progress</li> <li>6. Relationships and wellbeing</li> </ol> <p>All schools, colleges, LA officers and other providers including</p>	<p>Track "Readiness" at intervals after baseline February 2018 – twice yearly until 2023.</p> <p>→Opportunity for self-evaluation of schools/teachers to reflect on own practice and engage with relevant CPD opportunity.</p> <p>→Opportunity to share good practice and generate a collaborative and co-constructing culture. (measured in 'Creating the Climate' 2017-19)</p>	<p>→Increased skillset and repertoire for teachers to draw upon at minimal cost.</p> <p>→increased motivation/morale among teachers.</p> <p>→Increased participation in CPD activities. Greater collaboration between schools.</p>	<p>Increased, faster, lower, cheaper, bigger</p> <p>%        £ (be specific) short term/long term</p> <p>→improved outcomes for learners – Greater variety of teaching activities – meeting requirements of Curriculum Wales.</p> <p>→more up-to-date teachers prepared for curriculum reform (Areas of Learning Experiences, AOLE)</p>

	Higher education institutions (HEIs) to offer professional learning workshops. (CPD for teachers) (see details of offers, to date)		<p>→ Opportunity for NQTs to gain accreditation via Professional Learning Passport.</p> <p>→ Opportunity for all teachers to gather evidence of ongoing CPD for Professional Learning Passport in advance of September 2018.</p>	<p>→ better trained teachers, updating and enhancing practice and competence. More teachers will have opportunity to partake in CPD activity.</p> <p>→ increase social and professional networks ⇨ in longer term based on trust etc. (clusters)</p>
<b>Symposium Event</b>	<p>→ Baseline questionnaire in wellbeing. Senior leaders and headteachers to focus on wellbeing to inform local policy guidance.</p> <p>→ Leaders from external organisations to be invited to contribute ideas through a Question and Answer Panel.</p>	<p>→ Q &amp; A session to raise matters to inform strategy.</p> <p>100% schools represented at the event by senior leaders.</p> <p>→ Sharing experiences and expertise/pooling ideas + link with LA WB strategy. (WB of FG(W) Act)</p> <p>→ Increased participation in policy development.</p> <p>→ Follow-up questionnaire (pre &amp; post event)</p>	<p>→ LA approach/strategy to wellbeing of headteachers and senior leaders.</p> <p>→ Specific strategy for headteachers to show how this impacts on whole school.</p> <p>→ Culture of collaboration and trust</p>	<p>→ Happy teachers, happy pupils Estyn Case Study (May 2011)</p> <p>→ Long-term cultural shift Positive shift in attitude of headteachers/schools towards recognising/valuing own wellbeing and its impact on others in schools.</p>
<b>Showcase Event</b>	<p>→ Schools jointly planning (in teams) items for showcase – related to SOAPs.</p> <p>→ Bring children together from across clusters (long-term – assist with transition from primary to secondary school)</p> <p>→ Generate pride in learning.</p>	<p>→ Joint Planning Developments</p> <p>→ Establishing/Embedding professional relationships</p> <p>→ Opportunity to “magpie” good ideas.</p> <p>→ Children develop relationships.</p> <p>→ Celebration of learning. Increased sense of appreciation and wellbeing.</p> <p>→ Increased engagement with learners and their teachers and other employers.</p>	<p>→ Recognised benefit of collaboration work (see Hargreaves, 2011).</p> <p>→ Facilitates greater sharing/trust.</p> <p>→ Improved transition experiences. T&amp;L and pastoral.</p> <p>→ Greater participation and preparedness to try new techniques.</p> <p>→ Supports curriculum</p>	<p>→ Improved collaborative culture for learning (long term).</p> <p>→ Improved outcomes for children.</p> <p>100% schools to reach at least ‘focussing’ stage by July 2018.</p> <p>60% schools to reach at least ‘developing’ stage by July 2018.</p> <p>50% schools to reach at least ‘enabling’ stage by July 2018.</p>

			reform and <u>4 purposes</u> of curriculum.	30% schools to reach at least 'enhancing' stage by July 2018.  →Meets WG and LA priorities ↓ Improved outcomes for children.
<b>Learner Voice Forum</b>	→Increase participation where <u>all</u> school councils are engaged in pre-event preparations and working within teams of schools.	→Links with BCBC Participation Team and with Children's Commissioner's Participation Team.	→Learners views will inform local and national policy priorities within and beyond the Education and Family Support Directorate whereby their thoughts, feelings and wishes are taken into account in line with UNCRC rights of the child  →A short film will be produced to capture 'Learner Voice' in Bridgend to inform policy areas related to their wellbeing.	→100% schools participating in L=learner voice consultation to inform policy decisions (and these will impact on pupil wellbeing and educational outcomes).