

# **TEACHER PROFESSIONAL LEARNING FOR INCLUSION**

**Policy Mapping Grid: United Kingdom (Wales)**



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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## SECTION 1: WIDER POLICY CONTEXT

### Wider policy context

*We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand and we cannot have one at the expense of the other. Geography, deprivation or childhood experiences should not prevent learners from reaching their potential. Our learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals.*

*To do that, we will require a high-quality education workforce that is vibrant, engaged and committed to continuous learning for all. Our teaching profession, with an emphasis on strong leadership and professional learning, will help deliver on the high expectations we all share for our learners, schools and education system (Welsh Government, [Education in Wales: Our National Mission](#), p. 2).*

Key issues are the education reform journey and the reform to deliver a new transformational curriculum based on four key purposes:

- 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.

In delivering the new transformational curriculum, focus will be on the following four key enabling objectives:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellence, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The Welsh Government aims to transform expectations, experiences and outcomes for children and young people with [additional learning needs \(ALN\)](#). To do so, it has developed the additional learning needs (ALN) transformation programme. This transforms the separate systems for special educational needs (SEN) in schools and learning difficulties and/or disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25 with ALN. The transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential;



### Wider policy context

- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process;
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

New legislation and statutory guidance is only one aspect, albeit a fundamental one, of the wider package of reforms needed. The ALN transformation programme also focuses on skills development for the education workforce, to deliver effective support to learners with ALN in the classroom, as well as easier access to specialist support, information and advice.

Wales continues its national mission to transform education and raise standards. Newly qualified teachers commencing induction, since 1 September 2017, have used the new professional standards for teaching and leadership. Developed in partnership with teachers across Wales, the new standards concentrate on the essential elements of every teacher's work – pedagogy, collaboration, leadership, innovation and career-long professional learning.

### ALN and Professional Learning

A significant proportion of the GBP 20 million ALN transformation programme funding will support activity to upskill the workforce to better meet the needs of learners with ALN. Work is currently underway to develop a professional learning offer for teachers that will support them to meet the needs of all of their learners. Alongside a professional learning offer for all teachers, development of a specific professional learning offer for Additional Learning Needs Co-ordinators (ALNCos) is underway. ALNCos will provide a strategic leadership role and be the first port of call for professional advice and guidance.

Workforce development, including professional learning, is a key strand of ALN transformation. Officials are currently working together across the Education Directorate to help ensure alignment between the new ALN system, curriculum reform and the broader professional learning programme.

For up to date context to the Welsh education system, see also:

- reviews and collaborative work between Wales and the Organisation for Economic Co-operation and Development (OECD) (a further OECD update on the progress of the reform journey is due in spring 2020):
  - [Improving Schools in Wales: An OECD Perspective](#)
  - [Developing Schools as Learning Organisations in Wales](#)
  - [The Welsh Education Reform Journey](#)
- Education Wales information on [professional development](#).



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## SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

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### 2.1 Policy vision

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Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	2.1.1.1 The <a href="#">national mission</a> outlines the expectation that practitioners be supported by the National Approach to Professional Learning from ITE through Induction and the Early Career years, throughout their careers and into leadership where applicable.  The professional standards for teaching, leadership and assisting teaching include the expectation for teachers to be career-long learners.
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	2.1.2.1 The professional standards for teaching, leadership and assisting teaching provide practitioners with a framework for reflection and identification of areas for development.



Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	2.1.3.1 The values and dispositions accompanying the professional standards for teaching, leadership and assisting teaching recognises that the needs and rights of learners are central and take priority in the teacher's approach to their job. The practitioner should exhibit high expectations and a commitment to the achievement of all learners.

#### Evaluative comments for 'Policy vision'

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## 2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	2.2.1.1 <a href="#">Education in Wales: Our National Mission</a> outlines the key policy objectives for education. Two key objectives link to this area: <ul style="list-style-type: none"><li>• Enabling Objective 1: Developing a high-quality education profession.</li><li>• Enabling Objective 3: Strong and inclusive schools committed to excellence, equity and well-being.</li></ul>



Policy priorities	Findings
	Information about the recently established <a href="#">National Approach to Professional Learning</a> is available on the Welsh Government <a href="#">Hwb website</a> .
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	<p>2.2.2.1</p> <p>Initial Teacher Education (ITE) programmes have been revised. All programmes are now subject to accreditation by an independent Teacher Education Accreditation Board and must meet criteria specified by Welsh Government. These criteria include the requirement for programmes to, among other things:</p> <ul style="list-style-type: none"> <li>• prepare new teachers to foster inclusive classrooms which meet the needs of all learners;</li> <li>• ensure support for their aspiring teachers in developing effective approaches to safeguarding, supportive personal and school relationships, contributing to strong and inclusive schools, good health, personal security and creating healthy classroom environments.</li> </ul>
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	<p>2.2.3.1</p> <p>The Welsh Government is committed to improving the quality of professional practice by:</p> <ul style="list-style-type: none"> <li>• developing and promoting a model for career-long, workforce-wide professional learning;</li> <li>• legislation and implementation of effective performance management systems for practitioners;</li> <li>• reviewing and embedding professional standards.</li> </ul> <p>The Welsh Government is responsible for ensuring that the Initial Teacher Education and Training (ITET) framework in Wales produces newly qualified teachers with the appropriate qualities, qualifications and skills. It is currently considering how this can be improved, including changes to the statutory framework. This will ensure it is more reflective and responsive to meet the needs</p>





Policy priorities	Findings
	<p>of schools and learners in Wales and to produce well-equipped, well-qualified practitioners to teach effectively in schools.</p> <p>To teach in a maintained school in Wales, it is a statutory requirement that a trainee must gain Qualified Teacher Status (QTS) at the end of initial teacher education (ITE) and successfully complete induction in a school.</p> <p>These are statutory requirements and are achieved by meeting the relevant descriptors of the professional standards for teaching and leadership.</p> <p>All the professional standards are based on five essential elements of effective teaching and learning:</p> <ul style="list-style-type: none"><li>• Pedagogy</li><li>• Leadership</li><li>• Professional learning</li><li>• Innovation</li><li>• Collaboration.</li></ul> <p>The standards are accompanied by overarching values and dispositions that are intended to drive all teachers to be the best they can be:</p> <ul style="list-style-type: none"><li>• Welsh language and culture</li><li>• Professional entitlement</li><li>• The system role</li><li>• The professional learner</li><li>• Literacy, numeracy and digital competence</li></ul>



Policy priorities	Findings
	<ul style="list-style-type: none"><li>• Rights of learners.</li></ul> <p>Further information on the professional standards for all school practitioners is available on the <a href="#">Hwb website</a>.</p> <p>2.2.3.2</p> <p><i>There are specific standards that require trainee teachers to be aware of their responsibilities, the legislative requirements and guidance relating to additional learning needs (ALN) and disability, and the rationale for the inclusion of those with ALN in mainstream education (European Agency, Country information for UK (Wales), <a href="#">Teacher education for inclusive education</a>).</i></p> <p>The Hwb website provides <a href="#">national guidance to practitioners on inclusive education</a>.</p> <p>2.2.3.3</p> <p>Initial Teacher Education (ITE) programmes have been revised. All programmes are now subject to accreditation by an independent Teacher Education Accreditation Board and must meet criteria specified by Welsh Government. These criteria include the requirement for programmes to, among other things,</p> <ul style="list-style-type: none"><li>• prepare new teachers to foster inclusive classrooms which meet the needs of all learners;</li><li>• ensure support for their aspiring teachers with developing effective approaches to safeguarding, supportive personal and school relationships, contributing to strong and inclusive schools, good health, personal security and creating healthy classroom environments.</li></ul> <p>Professional standards for assisting teaching (teaching assistants, Tas, and higher-level teaching assistants, HLTAs) were published in September 2019. The standards focus on the same five elements as the standards for teachers and leaders. They provide support staff with a framework</p>



Policy priorities	Findings
	<p>within which to reflect on their practice and identify areas for professional development. They also set out the requirements that must be met for a TA to gain HLTA status.</p>
<p>2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.4.1</p> <p>See above in regard to the publication of the National Approach to Professional Learning and links to detailed information about our approach to practitioner professional learning.</p> <p>The <a href="#">National Approach to Professional Learning</a>, launched in 2018, marked a key point in the reform journey. It aligns with the new professional standards, the Schools as Learning Organisations approach and professional learning model, to create a vision fit for the evolving education system in Wales for all educational practitioners, including, but not limited to, teachers. Welsh Ministers are committed to ensuring that all practitioners receive the support they need to deliver the new curriculum.</p>
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1</p> <p>To support the successful implementation and delivery of the new Additional Learning Needs (ALN) system, a commitment to a GBP 20 million package of investment for the ALN transformation programme has been made.</p> <p>A critical part of this programme is activity to develop the skills of the education workforce to help build capacity within the system and improve outcomes for learners.</p> <p>Alongside a professional learning offer for all teachers, a specific professional learning offer for Additional Learning Needs Co-ordinators (ALNCos) is being prepared. ALNCos will provide a strategic leadership role and be the first port of call for ALN advice and guidance in schools and colleges. The professional learning offer will provide ALNCos with the opportunity to enhance skills and develop knowledge to enable them to effectively carry out the new role.</p>



Policy priorities	Findings
	<p>The proposal is that there will be an accredited and a non-accredited route for ALNCos to access the ALN professional learning. The accredited option is anticipated to be a level 7 ALN module that will form part of the new national masters qualification (MA in Education) that all Higher Education Institutions (HEIs) in Wales have agreed to work together to develop.</p> <p>Another part of the ALN transformation programme includes working to help strengthen the capacity of specialist services in Wales to meet the needs of learners with ALN. This work includes funding to support post-graduate training of educational psychologists and the local authority based specialist sensory workforce.</p> <p>The <a href="#">CYPE Committee Mind Over Matter report</a> (2018) includes a recommendation that all the workforce dealing with children and young people should receive appropriate training in emotional and mental well-being. As part of work to develop a whole school approach to well-being, universities were asked to provide expressions of interest in developing resources covering the following areas of Professional Learning:</p> <ol style="list-style-type: none"><li>1. Neurodevelopment and Pedagogy</li><li>2. Child Development</li><li>3. Emotional and Mental Well-being</li><li>4. Additional Learning Needs in Initial Teacher Education</li><li>5. Behaviour in Initial Teacher Education</li><li>6. Adverse Childhood Experiences</li><li>7. Accessing services and provision mapping for leaders and head teachers</li><li>8. Modelling approaches to whole school and cluster level engagement with well-being</li><li>9. Leadership for teacher well-being</li></ol>



Policy priorities	Findings
	<p>10. Role of the TA in supporting learner well-being.</p> <p>The resources are being designed to accommodate the following audiences:</p> <ul style="list-style-type: none"><li>• Initial Teacher Education students, who might need to undertake the professional learning as additional study;</li><li>• Newly Qualified Teachers as part of induction;</li><li>• The Health and Well-being teacher community, for some of whom these areas will be new;</li><li>• A wider cohort of teachers, leaders and governors, who will need a degree of professional engagement with the issues.</li></ul> <p>We expect resources to be available in their final form for the beginning of the September 2020 school year.</p>
<p>2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy</p>	<p>–</p>



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### **Evaluative comments for 'Main principles'**

Proxy indicators suggest that serving teachers' engagement with the professional standards on a regular basis as part of performance development is variable. An independent evaluation of the standards' implementation and impact has begun; the first report due in summer 2020.

The induction of NQTs is also under review as part of the wider development of an early career framework. Options are currently being considered and the revised arrangements are due to come into force in 2021.



## SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

### 3.1 Goals

Policy priorities	Findings
3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda	3.1.1.1 In order to teach in a maintained school in Wales teachers must have achieved Qualified Teacher Status (QTS) by following an appropriate ITE training programme. Within Wales this programme must be accredited and offer an academic qualification alongside QTS and to achieve QTS students must have evidenced that they have met the required levels set out in the Professional Standards.
3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)	3.1.2.1 Whilst the Professional Standards for Teaching and Leadership (2017) do not explicitly refer to learners with SEN, they do 'require all teachers to demonstrate knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs' (Eurydice, National Education Systems, United Kingdom – Wales, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a> ).



Policy priorities	Findings
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	–
3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion	<p>3.1.4.1</p> <p>The National Approach to Professional Learning is based on significant national and international research, and is designed to ensure:</p> <ul style="list-style-type: none"><li>• schools, leaders and teachers are able to access best practice in defining and sharing professional learning at school level, especially through the use of critical enquiry and collaborative learning;</li><li>• providers of professional learning – the regional consortia, universities and others – design professional learning experiences that are high quality, accessible and fit for purpose, for example through designs that include collaborative enquiry and e-learning;</li><li>• the Welsh Government funds the right sort of professional learning that evidence indicates will have an impact on practice in classrooms.</li></ul> <p>A wide network of Lead PL schools is engaged in critical enquiry, and collaborative exploration of PL needs. Mechanisms and approaches also connect all levels of the system in a unified approach to PL and support for schools and practitioners.</p>





Policy priorities	Findings
3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education	–
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	–
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

**Evaluative comments for 'Goals'**

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## 3.2 Continuum of support

Policy priorities	Findings
<p>3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work</p>	<p>3.2.1.1</p> <p><i>The structure and composition of the education workforce has changed significantly in recent years. It is vital that different practitioners work together effectively and can access well-designed qualifications, support and development. The Education (Wales) Act 2014 created the Education Workforce Council (EWC) responsible for the registration of the wider educational workforce in school and further education (post-16) settings. The EWC was planned to replace the General Teaching Council for Wales in April 2015.</i></p> <p><i>The EWC aims to:</i></p> <ul style="list-style-type: none"> <li>• <i>contribute to improving teaching standards and the quality of learning in Wales;</i></li> <li>• <i>maintain and improve standards of professional conduct among teachers and others in the education workforce who support teaching and learning;</i></li> <li>• <i>maintain public trust and confidence, and safeguard the interests of learners, parents and the general public.</i></li> </ul> <p><i>The EWC recognises the role of all those working to support teaching and learning as part of a single and coherent education workforce in Wales (European Agency, Country information for UK (Wales), <a href="#">Teacher education for inclusive education</a>).</i></p> <p>3.2.1.2</p> <p>The Welsh Government is committed through the development and implementation of its National Approach to Professional Learning to career-long professional learning. This learning should build capacity from ITE and be embedded in evidence-based research and effective collaboration throughout a practitioner’s career through practice of leadership.</p>



Policy priorities	Findings
	<p>EWC have responsibility for the accreditation of ITE programmes in Wales. These programmes are delivered in partnership between HEIs and schools. EWC has a role in working with all stakeholders in partnerships.</p> <p>EWC has developed the Learning Exchange. It provides practitioners with access to a searchable database of regional, national and international learning opportunities for STEM, ICT and Computing subjects. They also run seminars and attend individual events.</p>
<p>3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities</p>	<p>3.2.2.1</p> <p>The <a href="#">Professional standards for teaching and leadership</a> identify leadership as part of every practitioner’s role. This is reflected in the formal leadership standards which expect formal leaders to create an effective and inclusive learning environment.</p> <p>3.2.2.1</p> <p>The current range of reforms to the education system in Wales heightens the need to ensure that school leaders are well prepared and supported to lead their organisations through these changes. The National Mission puts leadership at the centre of reforms and ‘Inspiring Leadership’ is a key enabling objective.</p> <p>To support this area of work the Welsh Government established the National Academy of Educational Leadership (NAEL). The NAEL is, in the main, a strategic organisation that will not deliver leadership programmes. Rather it will assure quality, support and build on what currently exists to ensure that provision is universally available and is delivered locally. This will ensure equity of access and provision in the language of choice.</p>



Policy priorities	Findings
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	3.2.3.1 A significant proportion of the GBP 20 million ALN Transformation Programme funding will be used to support activity to upskill the workforce to better meet the needs of learners with ALN. Work is currently underway to develop a professional learning offer for teachers that will support them to meet the needs of all of their learners. Alongside a professional learning offer for all teachers, a specific professional learning offer for Additional Learning Needs Co-ordinators (ALNCos) is being developed. ALNCos will provide a strategic leadership role and be the first port of call for professional advice and guidance.
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	–

**Evaluative comments for 'Continuum of support'**

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## SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

### 4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	–
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	–
4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education	4.1.3.1 'The <a href="#">Learning Wales website</a> provides national guidance to practitioners on inclusive education.' (European Agency, Country information for UK (Wales), <a href="#">Teacher education for inclusive education</a> )



Policy priorities	Findings
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	–
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	–
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	<p>4.1.7.1</p> <p>All teachers are entitled to five in-service training (INSET) days. For the next three years this has increased to six days (recognising the new curriculum requirements). The importance of creating the time and space for practitioners and leaders to work together across schools and networks to get ready for the new curriculum is recognised. There is a need to reinforce system-wide universal engagement with preparation and awareness of the implications of the new curriculum. The additional INSET days will provide additional whole-school time for all practitioners to be able to do this.</p>



Policy priorities	Findings
	<p>There is also an additional GBP 24 million to support teachers' professional learning during the 2018–2019 and 2019–2020 period. In 2020–2021 there will be further additional investment of around GBP 15 million.</p>
<p>4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools</p>	<p>4.1.8.1</p> <p>Workforce development is a key feature of the ALN Transformation programme. It is approached at three levels:</p> <ul style="list-style-type: none"> <li>• core skills for all practitioners;</li> <li>• advanced skills through a new ALN Co-ordinator role;</li> <li>• specialist skills for local authority staff.</li> </ul>
<p>4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)</p>	<p>4.1.9.1</p> <p>The Welsh Government is committed to core skills development for all practitioners to support a wide range of low complexity, high incidence ALN. This is delivered as part of their wider programme of professional development.</p> <p>Gaps in core skills and knowledge, such as assessment and differentiation, impact on all learners and not just learners with SEN. These are essential for all staff to develop through their wider programme of professional development. Some core skills and knowledge are specific to SEN, such as understanding the different types of SEN that can be encountered in the classroom. Development of these skills is necessary to facilitate early identification and assessment of those learners in the classroom who may have a potential unidentified learning difficulty.</p> <p>Rapid Evidence Reviews have been commissioned in relation to the most effective interventions for a range of high incidence ALN. As such, there is easily accessible, consistent and quality information in the system for children, young people and parents and also for practitioners.</p>



Policy priorities	Findings
4.1.10 There are competences for professional learning in inclusive education for all teachers	<p data-bbox="763 323 875 352">4.1.10.1</p> <p data-bbox="763 376 2040 523">Tomorrow’s teachers of children and young people with ALN will all have a critical role to play in delivering the new system to support ALN learners. The new ITE Programmes are intended to prepare student teachers to foster inclusive classrooms. Supporting learners with ALN will be part of a student teacher’s core studies.</p> <p data-bbox="763 547 2033 735">A reform of how initial teacher education (ITE) is delivered in Wales is currently underway. Significant work has been undertaken to review and reset the <a href="#">professional standards</a> for teachers and leaders and for practitioners assisting teaching in schools. The new Professional Standards for Teaching and Leadership reflect practice that is consistent with the realisation of the new curriculum.</p> <p data-bbox="763 759 2018 948">The new professional standards for teaching and leadership were published in September 2017. Newly qualified teachers (NQTs) starting induction from that date are required to work to the new standards. NQTs who started their induction before this date will complete their induction using the same standards they started with. All other serving teachers and leaders moved to the new standards from September 2018.</p> <p data-bbox="763 971 2024 1043">The draft professional standards for assisting teaching in Wales have been available for use since September 2018 and formed the basis of a consultation that closed on 14 March 2019.</p> <p data-bbox="763 1067 1995 1139">Since September 2019 all ITE programmes have been subject to new accreditation criteria and entry requirements. Further information may be found on the <a href="#">Welsh Government website</a>.</p>

**Evaluative comments for ‘Capacity building’**

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## 4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

### Evaluative comments for 'Funding'

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## 4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	4.3.1.1 New Evaluation and Improvement Arrangements to support the implementation of the Curriculum for Wales are being developed. At the heart of the new arrangements is robust and continuous self-evaluation for improvement. Working with Estyn, a group of schools is piloting a National Evaluation and Improvement Resource. It will promote self-evaluation and improvement planning as integrated features of effective school improvement processes. The resource will support schools' improvement work by providing principles of evaluation and practical guidance regarding gathering, evaluating and analysing first-hand evidence through a range of activities. It will be an inclusive resource and will play a role in building capacity across the system. It will do this by focusing on strengthening leadership, leadership of teaching, well-being of learners and staff, encouraging innovative practice and supporting professional learning.
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–



Policy priorities	Findings
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–



Policy priorities	Findings
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

**Evaluative comments for 'Monitoring'**

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