

Appendix 2

Powys Local Authority

**Professional Learning Grant 2019-2020
School Spending Plan**

School: Ysgol Uwchradd Llanidloes

Introduction

The national approach to professional learning (PL) was launched in 2018, creating a professional learning vision fit for the evolving education system in Wales.

At the heart of the Welsh education story is curriculum reform. The new curriculum calls on all practitioners to think afresh about what they teach, how they teach and about what we want young people to be as well as to learn. Leaders and teachers will be afforded higher levels of autonomy and agency in schools and classrooms, and with this comes the need to develop new skills and approaches.

It is clear that there is variation across Wales in professional learning provision and experiences and in the impact of professional learning on practice and outcomes for schools and learners.

The school learner is at the centre of our approach at Llanidloes High School. Professional learning should be intended and designed to exert optimum impact on school learners' experiences and achievements.

Professional learning is most effective when it is part of a long-term plan for learning and development that is generated and owned by the practitioner. A co-constructed professional learning 'journey', owned by the practitioner and set out over a time is most likely to have an impact on practice. Practitioners should use the timeline for reform as a guide to their planning, so that they can see well ahead of time what their needs will be as curriculum reform and other aspects of reform take effect.

The terms and conditions of the grant

Welsh Government has provided the follow terms and conditions:

- The expectation of the funding is to help schools meet the demands of the new National Approach to Professional Learning (NAPL) and enable investment in the elements of the model. For example, it enables investment in practitioners' individual professional learning journeys and investment in collaboration.
- The primary purpose of the funding is creating time in schools for practitioners to make the changes to practice they need to make in advance of the realisation of the new curriculum.
- The funding is to be targeted at the learning required by teachers and learners to prepare them for the new curriculum.
- The expectation of the funding is that every practitioner is to be given the opportunity to engage with professional learning utilising the funding. It is not reserved exclusively for the use of teachers and leaders and should be used, for example, to also enable access to professional learning for teaching assistants.
- The funding should be utilised to support engagement with the regional professional learning offer, or a professional offer, for example a Higher Education Institution (HEI), or to support professional learning collaboration across schools.

In line with this, the funding should be used to support areas such as:

- the general release of teachers and TAs to engage in professional learning activities;
- the remuneration of individuals, creating roles and posts, to support the co-ordination of PL activities across a school or group of schools. These roles would support colleagues, departments or whole school approaches to critical enquiry, change management and Schools as Learning Organisations (SLO) activities;

- the release costs for practitioners to engage in research activities and critical enquiry, funding release time to investigate the implications of the new curriculum for their own teaching and assessment practice;
- the release costs to enable practitioners to collaborate both within school and across clusters and networks of schools – engaging with collaborative professional learning and collaborative planning;
- supporting the development of the roles such as school (or cluster level) Professional Learning Coach.

There is an expectation that schools will maximise the efficacy of the funding by pooling their resources appropriately across clusters/structured networks to maximise the impact and level of funding.


Monitoring requirements by Welsh Government

Schools should publish their Professional Learning plans (either on a school or cluster level) outlining how they plan to support the professional learning needs of all practitioners within their schools and report annually against those plans (again publishing a short report on their web-site).

Summary of proposed spend

Total Pupil Deprivation Grant	£19,912
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Intervention activities to be funded from PLG	Cost
<p>Training course costs Teachers and support staff attend a wide-ranging courses/training that match individual professional learning needs.</p>	£11,600 (inc transport)
<p>External INSET training External training will cover training needs identified at a whole school level, including effective differentiation.</p>	£2,400
<p>Release expenditure Release of teachers and TAs will enable: engagement in professional learning activities; research activities and critical enquiry; investigation of the implications of the new curriculum for teaching and assessment practice; and collaboration both within school and across the Llanidloes cluster and networks of schools (including secondary schools) – engaging with collaborative professional learning and collaborative planning.</p>	£8,500

Signed		Post title	Headteacher
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