

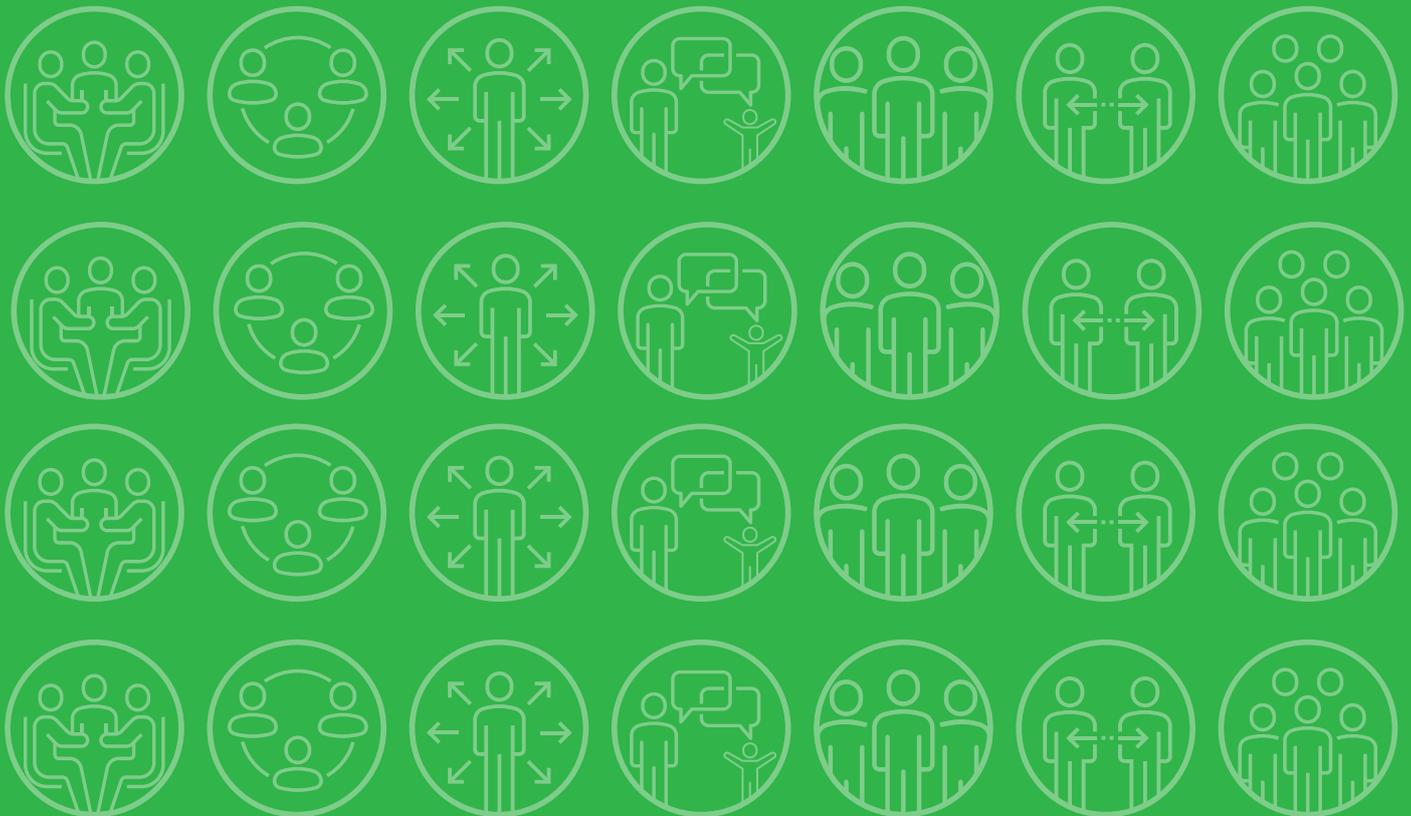


Academi Genedlaethol ar gyfer  
Arweinyddiaeth Addysgol Cymru  
National Academy for  
Educational Leadership Wales

# Annual Report

May 2018 – March 2019

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# About us

The National Academy for Educational Leadership is committed to ensuring that Wales is a great place to be an education leader, and that through high-quality leadership in all our schools and educational settings, we deliver our bold ambition for learners.

The Leadership Academy has been built on a strong vision, underpinned by a set of core values and principles that have been co-developed by the sector. At the core of this vision is a commitment to ensuring all leaders in the education system have access to coherent, accessible, and high-quality leadership development opportunities that meet their needs wherever they are, and whatever their career stage and ambitions. Our approach to leadership development will empower leaders in the system to strengthen partnership working within and between schools, and to building a research-engaged and evidence-informed profession.



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



# Chief Executive Statement

**It** gives me great pleasure to present this, the first Annual Report of the National Academy for Educational Leadership Wales. The mere fact that we have in Wales an Academy dedicated to Educational Leadership is of itself a cause for celebration – a national body which recognises the central importance of leaders and leadership in delivering a high-quality learning experience for our children and young people.

Launched in May 2018 by Kirsty Williams, the Minister for Education, the development of the Leadership Academy is testament to the work, initially of the Shadow Board chaired by Ann Keane and then, from July 2018, of the Academy's Board of Directors, chaired by Dr Sue Davies. The Board was charged with developing the Academy as a company limited by guarantee and at arm's length from Welsh Government. It was not created to be yet another provider of leadership development but had to deliver a vision for the leadership of learning which is inclusive and collaborative, inspiring and motivational whilst always being underpinned by quality, impact and the need to build system-wide capacity. A year later, in the words of our Chair, *"the Academy stands as a strategic organisation which contributes to the development of the professional capabilities of leaders across the education system, articulating and implementing a vision for leadership in that system whilst being mindful of best practice both at home and in an international field."*

There is excellent practice in leadership development all over Wales and the Academy's endorsement process enables that provision to be recognised, celebrated and shared. The process itself is rigorous and evidence-based and provides assurance to school leaders as to the quality of the provision which they or their staff may be undertaking. It has also given providers of leadership development the opportunity to consider their own practices and to develop professional learning experiences for leaders which are rooted in the professional standards for teaching and leadership and enable schools to develop as true learning organisations. All of this is needed so as to support our school leaders to become truly reflective practitioners, engaging in a cycle of action and review, whilst being focussed on delivering the vision of a new purpose-led curriculum for Wales.

In addition to the endorsement of the best of current provision, the Academy has recognised that we also need innovation in leadership development – a readiness to do things differently. The provision that has come forward for our innovation pathway has done this and we look forward to being able to fully endorse this work when the evidence has been gathered and presented. The Academy is extremely grateful to the providers who have engaged with us in partnership - schools, regional consortia, local authorities, higher education institutions, private sector providers and others. They have all bought in to our vision for educational leadership and play a crucial role in our work, as have our wide range of stakeholders who also play a fundamental role in ensuring that we listen to the voices of practitioners across the system.

That vision is also about the empowering of educational leaders to work and to act in the interface between policy and practice. It is for this reason that, rather than appointing a large internal team of staff, the Academy has prioritised the development of our Associates and their work as setting-based system leaders. They are headteachers who, as well as running their schools, work with the Academy to give us the capacity to deliver on our vision. They are the life-blood of the Academy and speak with the authentic voice of current practice.

Can I thank the team of staff whom I have been privileged to lead this past year – they have made exceptional progress in a short time and we look forward in future to developing further workstreams in the areas of research and strategic workforce planning.

**We are supporting our school leaders to become truly reflective practitioners, engaging in a cycle of action and review.**

# The team

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**Huw Foster Evans**  
Chief Executive



**Tegwen Ellis**  
Assistant Director for Leadership  
Development & Quality  
Assurance



**Dr Chris Lewis**  
Assistant Director for Policy,  
Research and Strategic  
Workforce Planning

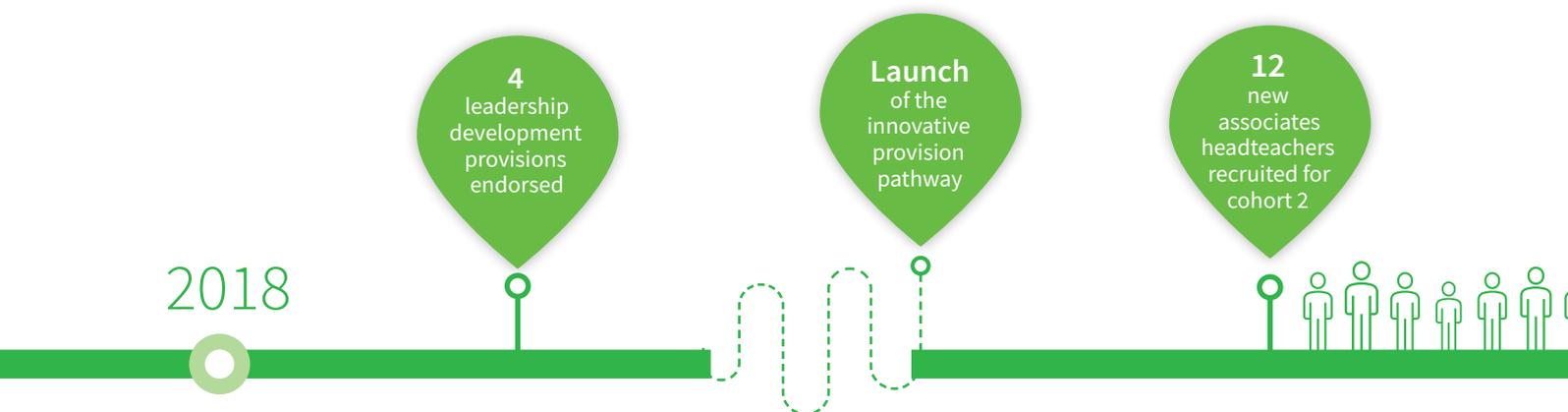


**Kirsty Payne**  
Business Manager



**Olivia Stemmer**  
Administration Assistant

# A year in review



## Establishment of the Leadership Academy

The National Academy for Educational Leadership was officially launched in May 2018, with Huw Foster Evans announced as the inaugural Chief Executive. Since then, the Leadership Academy team has reached its full capacity with the appointment of 2 assistant directors, the business manager and administration assistant.

The board of directors, made up of practitioners and specialists in their respective fields, met for the first time in July and have provided the Leadership Academy with strategic direction and robust governance. The corporate plan was devised by the Leadership Academy's executive team in November 2018, following the issue of the first remit letter by the Education Minister, Kirsty Williams AM. It was signed off by the board and published in March 2019. The plan covers the first three operating years of the Leadership Academy, ensuring that it is established as an important partner in the education sector and delivers the priorities set out in its remit letter, which are:

- Develop the NAEL as a strategic organisation with a positive and inclusive culture and robust governance;
- Contribute to the development of the professional capabilities of current and aspiring leaders across the education system by providing coherence and quality assurance for the range of educational leadership development opportunities available in Wales;
- Act as a thought leader; developing, articulating and implementing a vision and strategy for educational leadership in Wales.

An active and involved stakeholder and union representative group has been established and meets regularly to provide an informed voice for the education system whilst

supporting and challenge the work of the Leadership Academy, ensuring it is meeting the needs of the sector. The Leadership Academy has also secured its place within the middle tier, developing and maintaining mutually beneficial relationships with partner agencies across Wales.

The Leadership Academy's website was developed alongside a suite of social media channels to inform and involve the sector and wider stakeholders. All platforms are well followed with a month on month increase in engagement over the year.

## Thought Leadership

In December 2018, the Leadership Academy commissioned a piece of work from the Educational Workforce Council to explore the recruitment and retention trends across schools in Wales. This data will be analysed by the assistant director for policy, research and strategic workforce planning, who was appointed in March 2019, and will inform and shape the Leadership Academy's functions in these areas.

As part of our commitment to develop and share internationally benchmarked research and best practice in educational leadership, the Leadership Academy incepted the 'Three Nations Leadership Consortium' alongside colleagues from the Scottish College for Educational Leadership and the Centre for School Leadership in Ireland. The leadership consortium met for the first time in February 2019 and constructed a calendar of events for coming year. Colleagues from the leadership consortium have also agreed sit on the endorsement panels for the most recent call and to provide an external peer review of the process.



12  
associates  
successfully  
completed  
the AAP

Associates  
1st  
report  
published

3  
nations  
leadership  
consortium  
formed

2019

## Associates

Prior to the establishment of the Leadership Academy, the first cohort of 12 Associates had been appointed by the shadow board to support the Leadership Academy's core functions and be its voice of practice across the sector. The Associates are experienced and highly effective headteachers who are committed to building leadership capacity within their own settings and across Wales.

In July the Associates were invited to carry out a commission by senior Welsh Government officials to explore how leaders within educational systems can enable high quality professional learning opportunities that improve well-being and achieve better outcomes for all. As part of their evidence collection the Associates visited Canada and Finland to study in detail what have been noted internationally as high achieving education systems.

The report was published and launched in Swansea in March 2019 in an event attended by school and further education leaders alongside representatives from the middle tier, higher education institutes, union organisations, governors, Welsh Government and local authorities.

The first cohort of Associates have continued their commission work since the launch, discussing the recommendations of the report with practitioners and gathering feedback to inform the 'into action' phase.

Shortly after the launch of the commission report, the Leadership Academy appointed its second cohort of Associates following a stringent recruitment process. All four regions are represented in the new cohort as well as Welsh medium and faith schools across infant, primary and secondary settings.

## Endorsement & Innovation Pathway

Building on the work of the shadow board, the Leadership Academy has further developed and refined the endorsement process to ensure that it is able to recognise the high-quality leadership development provision being delivered across Wales.

During its first year of operation, the Leadership Academy has endorsed four pieces of leadership development provision brought forward by both the Regional Education Consortia and private providers. The third call for endorsement opened in March and a timetable for future calls has been developed.

Following the conclusion of the second call for endorsement, Leadership Academy staff and Associates conducted a full scrutiny of the process and the criteria to ensure that it is fit for purpose and is clearly understood by providers. This resulted in the addition of a new section of criteria which specifically explores the Welsh policy context including our National Mission, Schools as Learning Organisations, the Professional Standards for Teaching and Leadership and the National Approach to Professional Learning.

Alongside the third call for endorsement, the Leadership Academy launched its Innovation Pathway which will support providers in creating new and innovative approaches to educational leadership development. Through the pathway, the Leadership Academy will offer funding to providers to develop their ideas and gain evidence of impact in the hope that the provision will be submitted for endorsement in future calls.

# Associates - Cohort 1

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Christine Jackson

Clive Williams

Emma Coates

Gill Ellis



Gwyn Tudur

Huw Powell

Jan Waldron

Janet Hayward



Jeremy Griffiths

John Kendall

Karen Lawrence

Sue Roberts

# Associates - Cohort 2



Karen Wathan



Tania Rickard



Sarah Coombes



Llew Davies



Kelvin Law



Suzanne Sarjeant



Trefor Jones



Paul Keane



Roger Guy



Richard Monteiro



Ian Gerrard



Damien Beech



# Financial Statements

## PROFIT AND LOSS ACCOUNT FOR THE PERIOD FROM 8 MAY 2018 TO 31 MARCH 2019

	2019 £
Turnover	390,700
Cost of Sales	(20,268)
Gross Surplus	370,432
Administrative Expenses	(104,348)
Operating Surplus	266,083

The above results were derived from continuing operations. The company has no recognised gains or losses for the period other than the results above.

The operating surplus was invested in the operations of the following year (2019/2020)

## BALANCE SHEET AS AT 31 MARCH 2019

	2019 £
<b>Fixed Assets</b>	
Tangible Assets	24,927
<b>Current Assets</b>	
Debtors	236,219
Cash in Bank and in Hand	7,594
	<b>243,813</b>
<b>Creditors:</b> Amounts falling due within one year	(2,657)
<b>Net current assets</b>	241,156
<b>Net assets</b>	266,083
<b>Capital and reserves</b>	
Profit and loss account	266,083
Total Equity	266,083

These financial statements have been prepared in accordance with the special provisions relating to companies subject to the small companies regime within Part 15 of the Companies Act 2006.

Approved and authorised by the Board on 10 September 2019 and signed on its behalf by:



Dr S Davies (Director)

# Looking ahead



First tranche of innovative projects funded



Call 3, 4 and 5 of endorsement to include a wider range of career stages



Roadshows across Wales to create our plan for action from Cohort 1 commission



International symposia to discuss the findings of international visits



First national leadership conference

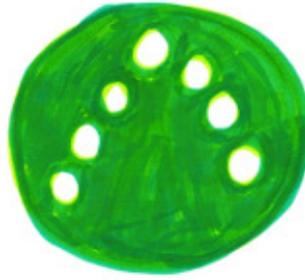


Research bursaries made available to school leaders

Cohort 2 commission begins...



What is the role of educational leadership in realising the vision of a Wales of vibrant culture and thriving Welsh language?



# OUR CA EINGALWA



CLIVE  
WILLIAMS

**CROESO!**

MAE CYFRIFOLDEB I NI,  
FEL ARWEINWYR I  
DDATBLYGU'R SYSTEM



HUW FOSTER EVANS



FOCUS  
ANGHENION  
ARWEINWYR

MAE  
WNEU  
MAE H  
DDECH  
ADD



KIRSTY  
WILLIAMS

I WANT TO  
HEAR THE  
**FEEDBACK**  
ON WHAT  
PEOPLE THINK.



THE REPORT  
WILL SUPPORT  
QUALITY LEADERS  
MOVING FORWARD

**COMMIT**  
TO PLAYING YOUR PART!



JEREMY  
GRIFFITHS

GYDAIN G  
LLWYDDO  
**LES**  
PLAN  
MAE CYM  
ANGEN  
ARWEINWY  
SYN DYLAN  
AR Y SYSTE

## CONGRATULATIONS

ON THE LAUNCH OF THE REPORT!



THE  
INTERNATIONAL  
STAGE IS  
WATCHING!

**COLLABORATE**  
and  
**PARTNER**  
WITH PEOPLE

"Glyn  
Dwr  
Ti yw'n  
Arwngi



## YSGOL GYNRADD

# ALL TO ACTION D I WEITHREDU

HWY YN CARREG FILTR  
PHYSIG INI

LOT I  
D OND  
I'N  
RAU  
AWOL!



ND-ADEILADU  
GIDA EIN GILYDD!

GILYDD  
NI AM  
S  
IT



RU  
R  
WADU  
EM



SEE YOURSELF  
AS ENTITLED TO  
**PROFESSIONAL  
LEARNING**

**OWN**  
THE PROCESS THAT WILL  
REALISE THE  
RECOMMENDATIONS.

KEVIN  
PALMER  
LLWYNDERW

"THIS IS  
ME!"



WITHOUT  
LEADERS  
REFORM  
CAN'T BE  
POSSIBLE

## ARGYMHELLION RECOMMENDATIONS



“ENSURE PROFESSIONAL LEARNING IS CONSISTENT ACROSS WALES WITH A HIGH-QUALITY OFFER THAT RECOGNISES THE LINGUISTIC AND CULTURAL DIVERSITY OF OUR COUNTRY”

“POSITIVELY ENCOURAGE THE SYSTEM TO ALLOW LEADERS TO EXERCISE PROFESSIONAL AUTONOMY IN THEIR APPROACHES TO ENABLING COLLABORATIVE LEARNING AND WELLBEING”



“ENSURE LEADERS ARE ENABLED TO EFFECTIVELY & CONFIDENTLY SUPPORT THE WELLBEING OF OUR YOUNG PEOPLE BY WORKING IN CLOSE PARTNERSHIP WITH OTHER AGENCIES”

“TO IMPROVE WELL-BEING & PROFESSIONAL LEARNING WE SHOULD ACCELERATE THE CURRENT MOVEMENT AWAY FROM HIGH STAKES ACCOUNTABILITY ARRANGEMENTS AND ENCOURAGE A MOVE TOWARDS COLLABORATIVE RESPONSIBILITY”



INSPIRING LEADERS  
YSBRYDOLI ARUEINWYR!



DR SUE DONES

