



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

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## Corporate Plan Our Vision for 2026

Inspiring Leaders – Enriching Lives



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## Chief Executive's Introduction

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**It is with great pride and a sense of purpose that I present to you the Corporate Plan for the National Academy for Educational Leadership for the second year of its current remit, spanning from 2022 to 2026. As we embark on this transformative journey, it is crucial to reflect on the milestones we've achieved in the past year and lay out our strategic vision for the future.**

Despite the uncertainties brought forth by global events, the National Academy for Educational Leadership remained steadfast in its commitment to advancing educational leadership

nationwide. Our team's dedication and the unwavering support of our partners and stakeholders enabled us to successfully launch initiatives that have already begun shaping the educational landscape.

We remain steadfast in our commitment to nurturing visionary educational leaders who can drive positive change within their institutions. Our focus on quality assurance of leadership development provision and the importance of developing insight and thought leadership remain central to our purpose and through an evidence-based approach we will empower leaders across all educational sectors to navigate complex challenges, lead with innovation and be informed decision-makers.

In the spirit of promoting a diverse and inclusive educational landscape, we are committed to promoting fairness, equality and diversity both in our own work and in the way we seek to influence the work of others. We will work to ensure that educational leadership in Wales reflects our diverse communities.

As we move forward, I would like to extend my gratitude to our dedicated team, our board members, all of our stakeholders and the strong cadre of Associates who have contributed to the National Academy for Educational Leadership's progress thus far. Together we will continue to take advantage of the opportunities to make a lasting impact on the lives of learners across the nation.

We want Wales to be a country where leaders thrive and sustainable leadership strategies drive self-improvement. We want Wales to be a country which is highly respected internationally for the way in which effective leadership is at the heart of an excellent education system.

In the spirit of collaboration and shared vision, let us work together to realise the goals outlined in this Corporate Plan. By combining our collective expertise, passion, and dedication, we can forge a brighter future for educational leadership and, ultimately, the learners we serve.

Tegwen Ellis  
Chief Executive  
August 2023

## Our Purpose

The National Academy for Educational Leadership was established in 2018, under the Companies Act 2006. As an arm's length body, its primary role is to fulfil its responsibilities set within the context of the Welsh Government's strategic aims.

Its main purpose is to:

- 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
- To be a respected and active member of the education middle tier, the first point of contact for the educational workforce in regard to leadership matters.

The National Academy for Educational Leadership is a central feature of the education reform journey set out in Our national mission: High standards and aspirations for all, where it is identified by Welsh Government as a key driver of Objective 4: High Quality Teaching and Leadership.

## Our Vision for 2026

The National Academy for Educational Leadership will work in partnership with practitioners and policymakers from across the Welsh education system to create the conditions in which educational leadership will thrive.

The National Academy for Educational Leadership will:

- be a **visible and respected** organisation with a **distinctive, clearly articulated and widely understood role** within Welsh education
- be underpinned by **robust governance** arrangements and an **effective, agile executive** function
- **support and develop leaders and leadership** through **collaboration** with **stakeholders and partners**, embedding **leadership** as a **long-term priority** area which **spans political cycles**

From this platform, by 2026, the organisation will make a key contribution to a Welsh education system.

By creating the conditions needed to **inspire leaders**, the National Academy for Educational Leadership will **enrich the lives** of children and young people across Wales, helping them develop as ambitious, capable learners; as healthy, confident individuals; as enterprising, creative contributors; and as ethical, informed citizens.

## Our Vision



### Quality Assurance

A comprehensive range of high quality, equitable and innovative professional learning and development opportunities are accessed by all leaders



### Innovation

Educational leaders create and sustain a true innovation culture, pioneering new approaches to leadership



### System Leadership

Effective system leadership drives self-improvement



### Leadership Development

Leaders are empowered, inspired and motivated



### Resources

High-quality, Wales-specific leadership resources, informed by the best evidence from Wales and internationally, support professionals to continually challenge and refine their approaches to leadership



### Insight

Leadership policy and practice is grounded in and directly informed by research and evidence from Wales and internationally



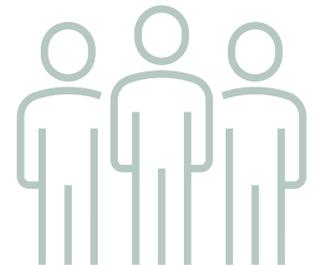
### Well-being

The well-being of leaders is prioritised and systematically supported, creating a sustainable and resilient leadership workforce capable of being a key driver of lasting, systemic change



### Strategic Workforce Development

Leadership roles are attractive and leaders are motivated to remain and develop within the profession



## Our Values

The work of the National Academy for Educational Leadership is informed by our commitment to being:



All staff of the National Academy for Educational Leadership, its Board members, secondees and Associates, are committed to working in ways that are consistent with the seven principles of public life, namely:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

## Our Strategy

To deliver Our Vision for 2026, the National Academy for Educational Leadership has developed a strategic approach that identifies workstreams and activities in three priority areas.

### Leadership Development and Quality Assurance

We aim to:

*Improve the quality, range and accessibility of leadership development provision in Wales, while ensuring that effective system leadership is developed and deployed*

To achieve this, we are undertaking a range of activity within four workstreams:

Workstream	Activity (examples)
1.1 Quality Assurance	<ul style="list-style-type: none"> <li>• Endorsement process for leadership development provision</li> <li>• Regular monitoring of endorsed provision</li> </ul>
1.2 Innovation	<ul style="list-style-type: none"> <li>• Innovation fund to support new approaches to leadership development</li> <li>• Innovation workshops to stimulate innovative thinking and action among educational leaders</li> </ul>
1.3 System leadership	<ul style="list-style-type: none"> <li>• Building capacity within the system through the recruitment, development and deployment of Associates</li> </ul>
1.4 Leadership Development	<ul style="list-style-type: none"> <li>• A range of opportunities for leaders to meet, discuss issues, ideas and work that focus on a topic of mutual concern</li> </ul>

Detailed activity plans and key performance indicators (KPIs) for each workstream are set out in the Operational Plan for this priority area.



## Insight and Thought Leadership

We aim to:

*Inform leadership policy and practice through access to (and interpretation of) the best evidence and thinking from Wales and internationally, while ensuring educational leadership is sustained as a long-term policy focus in Wales*

To achieve this, we are undertaking a range of activity within four workstreams:

Workstream	Activity (examples)
2.1 Evidence-based Resource for Educational Leaders	<ul style="list-style-type: none"> <li>• <i>Leading Professional Learning</i> resource</li> <li>• Interactive online resources including podcasts, film and case studies</li> </ul>
2.2 Insight for educational Leaders and Policymakers	<ul style="list-style-type: none"> <li>• New research commissions and critical reviews of international academic and policy literatures</li> </ul>
2.3 Well-being of Educational Leaders	<ul style="list-style-type: none"> <li>• National survey and report</li> <li>• Strategic proposals for the Well-being of Educational Leaders</li> </ul>
2.4 Strategic Workforce Development	<ul style="list-style-type: none"> <li>• Strategic proposals for change</li> <li>• Recruitment and retention data collection and analysis</li> </ul>

Detailed activity plans and KPIs for each workstream are set out in the Operational Plan for this priority area.



## Corporate

We aim to:

*Sustain the National Academy for Educational Leadership as an organisation with robust governance arrangements and an effective executive function, with a visible, distinctive, clearly articulated and widely understood role within the Welsh education system*

To achieve this, we are undertaking a range of activities within four workstreams:

Workstream	Activity (examples)
3.1 Effective Governance	<ul style="list-style-type: none"> <li>• Risk management</li> <li>• Financial scrutiny</li> <li>• Internal and external audit</li> </ul>
3.2 Executive Function	<ul style="list-style-type: none"> <li>• Strategic and operational planning</li> <li>• Professional development</li> <li>• Operational management and internal controls</li> </ul>
3.3 Communications and Marketing	<ul style="list-style-type: none"> <li>• Enhanced visibility through direct communication</li> <li>• Social listening</li> <li>• Digital engagement</li> </ul>
3.4 Stakeholder & Partnership working	<ul style="list-style-type: none"> <li>• Partnership agreements</li> <li>• Focus groups and consultation exercises</li> <li>• Conferences and webinars</li> </ul>

Detailed activity plans and KPIs for each workstream are set out in the Operational Plan for this priority area.

The relationship between these priority areas, workstreams, activities and the short, medium and long-term outcomes of our work, are summarised in the **National Academy for Educational Leadership Logic Model**, which is included as APPENDIX A.



## Our Resources

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The main resource that the National Academy for Educational Leadership can call upon in the pursuit of Our Vision for 2026 is professional capital. It is people, both those formally involved with the National Academy for Educational Leadership's work as staff and Associates and those who support us less formally, as friends, partners and stakeholders, who drive us forward.

The National Academy for Educational Leadership Board oversees the strategic direction of the organisation and is comprised of individuals with extensive and diverse experience from both within and outside education. Full details of current board membership can be found on our [website](#).

Led by the Chief Executive, the National Academy for Educational Leadership has a small team whose responsibilities map to the three priority areas outlined above. The current staff organogram is included as APPENDIX B. Full staff profiles can be found [here](#).

The National Academy for Educational Leadership appoints an annual cohort of Associates, all currently practising senior educational leaders, who each work with the us on a formal basis for a two-year period. Our Associates also provide the National Academy for Educational Leadership with opportunities to access their expertise and knowledge as current educational leaders, an invaluable resource that ensures the voice of the profession is heard in all of our planning, activity and reflection. Details of Associates are available [here](#).

The National Academy for Educational Leadership is able to access ideas, support and dialogue from the education system as a whole through engaging with stakeholders, including through its stakeholder reference group. Details of the stakeholder reference group are available [here](#). Members of the group help the organisation to:

- Influence thinking at regional and national level
- Support and challenge the work of the National Academy for Educational Leadership – improving endorsement processes, making suggestions for research and commissioning
- Ensure that leaders from across the education sectors feel that it is 'their' National Academy for Educational Leadership and that they are represented

The National Academy for Educational Leadership is a founder member of the Tri-Nations Educational Leadership Consortium, with the Scottish College of Educational Leadership (now part of Scottish Government) and Ireland's Centre for School Leadership. This network allows our work to be informed and challenged by international practice in educational leadership development.

## Our Performance

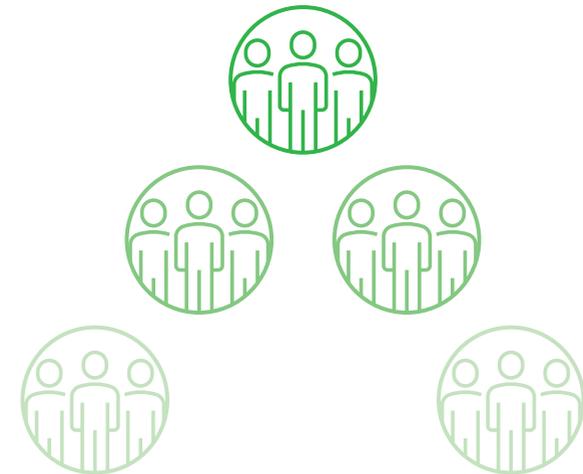
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As a Learning Organisation, the National Academy for Educational Leadership constantly collects information on the impact of its work in order to reflect and modify its approach at a strategic and operational level.

Alongside external evaluation of the impact of our work, principally by Welsh Government, we use a **Results and Evidence Framework** to identify and learn the lessons from our activity so that we can improve over time, ensuring we are generating impact that contributes to realising Our Vision for 2026.

The Results and Evidence Framework comprises:

- Surveys of participants in all National Academy for Educational Leadership activities
- Data collection on engagement, including digitally
- Periodic internal reviews of our activity, including formal and informal stakeholder interviews
- Independent evaluations of key activities commissioned by the National Academy for Educational Leadership, including of the Endorsement process and Associate model
- Research carried out by independent academic researchers, including through our collaborative Economic and Social Research Council / Welsh Government doctoral studentship based at Cardiff University
- Annual reviews of the Corporate Plan and associated strategic and operational documents



INPUTS

OUTPUTS

OUTCOMES

Priority areas	Workstreams	Short-term	Medium-term	Long-term (Our Vision for 2026)
Leadership Development and Quality Assurance	1.1 Quality Assurance	A wide range of provision is endorsed and gaps and areas of under service have been identified. A quality assurance framework for endorsed provision is being implemented	Endorsed provision for educational leaders is well understood and broadly accessed	A comprehensive range of high quality, equitable and innovative professional learning and development opportunities are accessed by all leaders
	1.2 Innovation	New and innovative approaches to leadership development are stimulated	Innovative thinking and action is being supported and developed	Educational leaders create and sustain a true innovation culture, pioneering new approaches to leadership
	1.3 System Leadership	Multiple cohorts of Associates are moving through a developing system leadership model and having a measurable impact on the education system beyond their own settings	There is a wider understanding and growing evidence of system leadership practice	Effective system leadership drives self-improvement
	1.4 Leadership Development	A variety of leadership development opportunities are provided	Leaders engage with a range of opportunities that contribute to professional capabilities	Leaders are empowered, inspired and motivated
Insight and Thought Leadership	2.1 Evidence-based Resources for Leaders	High-quality, evidence-based leadership resources are published and promoted	Educational leaders are aware of the resources and are using them to inform their practice	High-quality, Wales-specific leadership resources, informed by the best evidence from Wales and internationally, support professionals to continually challenge and refine their approaches to leadership
	2.2 Insight for Leaders and Policymakers	New research work and critical reviews of existing literature on key aspects of policy and practice are commissioned and published	Insight material is stimulating new debate and informing thinking and action among policymakers and practitioners	Leadership policy and practice is grounded in and directly informed by research and evidence from Wales and internationally
	2.3 Well-being of Educational Leaders	Strategic proposals to address leaders' well-being are co-created by the system, including representatives of Welsh Government, the middle tier and current practitioners	A well-being strategy, adopted by Welsh Government, is published and implemented	The well-being of leaders is prioritised and systematically supported, creating a sustainable and resilient leadership workforce capable of being a key driver of lasting, systemic change
	2.4 Strategic Workforce Development	Up-to-date and useful data on recruitment and retention of educational leaders is collected, analysed and published	Strategic proposals to address recruitment and retention challenges are developed and adopted by the system	Leadership roles are attractive and leaders are motivated to remain and develop within the profession
Corporate	3.1 Effective Governance	The Board of Directors is refreshed and a planned cycle in place for further rounds of recruitment	A programme of training and development is in place for all directors ensuring continuity of practice and a high performing governance structure	The National Academy for Educational Leadership is a well-established and respected organisation working alongside other partners in the middle tier
	3.2 Executive Function	Strategic and operational planning is supported and challenged by rigorous audit and risk action	Develop the organisational capacity ensuring that the strategic priorities are well supported with effective resources	A robust, effective and agile executive function
	3.3 Communications and Marketing	Digital strategy further developed which includes multi-media resources	Continue to develop the corporate profile and messaging to ensure that the role of the National Academy for Educational Leadership is visible and widely understood by the education system	The National Academy for Educational Leadership has a distinctive, clearly articulated, widely understood and valued role within the Welsh education system
	3.4 Stakeholders and Partnerships	Delivery of effective stakeholder strategy	Stakeholders and partners shape the organisation through effective scrutiny and advocacy	Collaboration with stakeholders and partners promotes leadership and supports a self-improving system, embedding leadership as a long term priority area which spans political cycles

People

- Board
- Executive
- Secondees
- Associates
- Stakeholders
- Partners

Funding

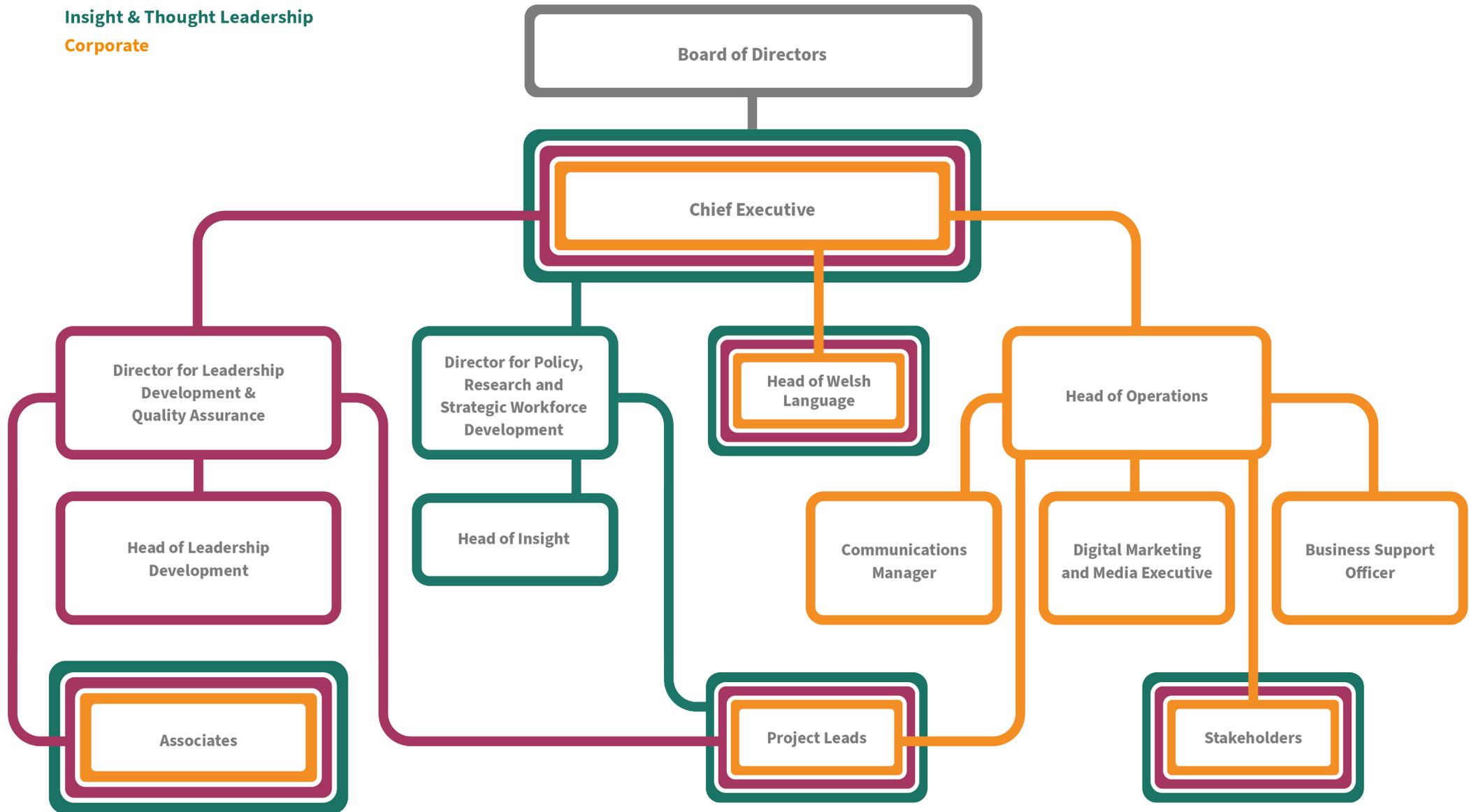
- Welsh Government grant

Values

- Collaborative
- Inclusive
- Cymraeg 2050
- Equality & Diversity
- A Listening Organisation
- Serious About Well-Being
- A Learning Organisation



**Key:**  
Leadership Development  
& Quality Assurance  
Insight & Thought Leadership  
Corporate





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