

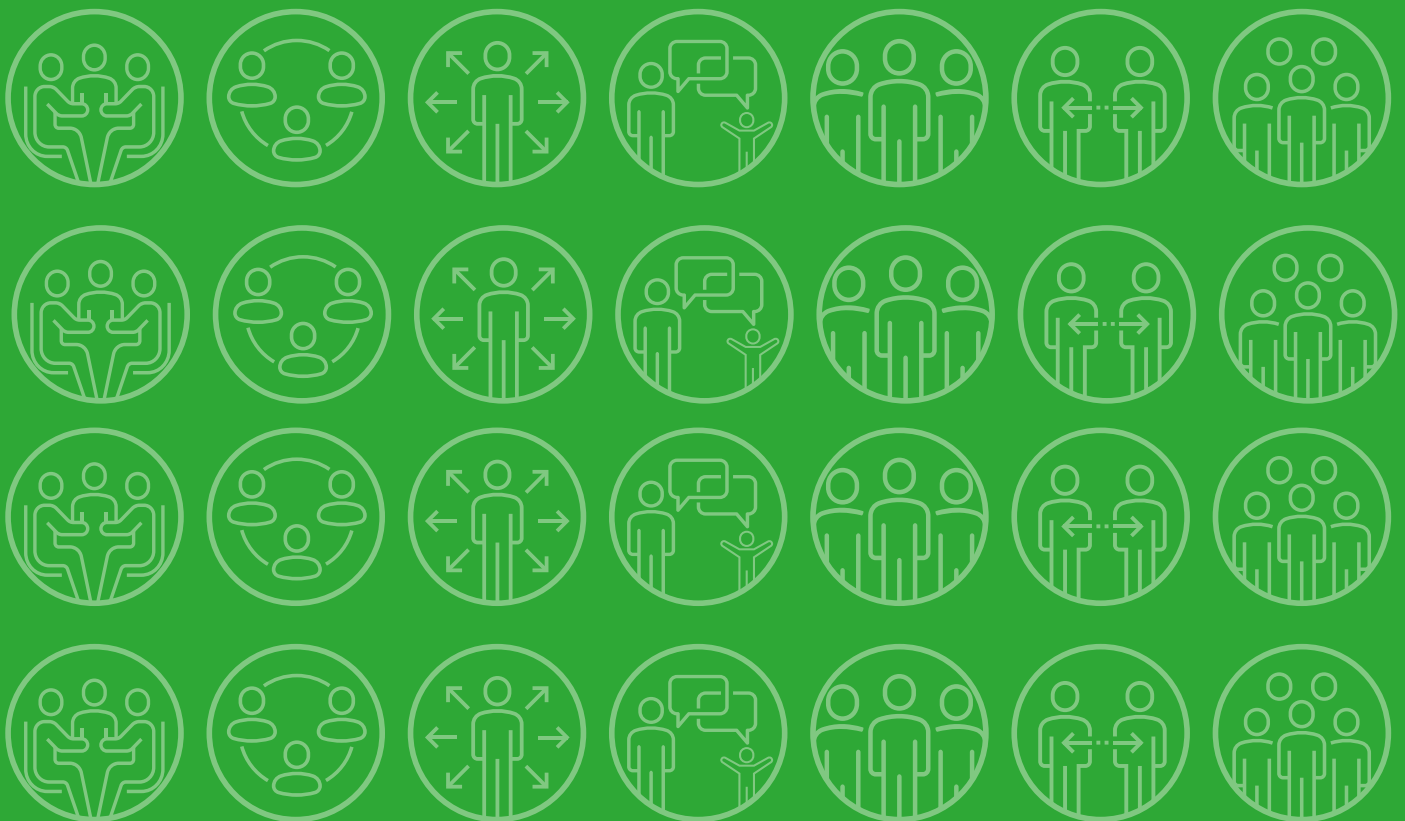


Academi Genedlaethol ar gyfer
Arweinyddiaeth Addysgol Cymru
National Academy for
Educational Leadership Wales

Annual Report

April 2020-March 2021

Inspiring Leaders - Enriching Lives



ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission



Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government

Contents

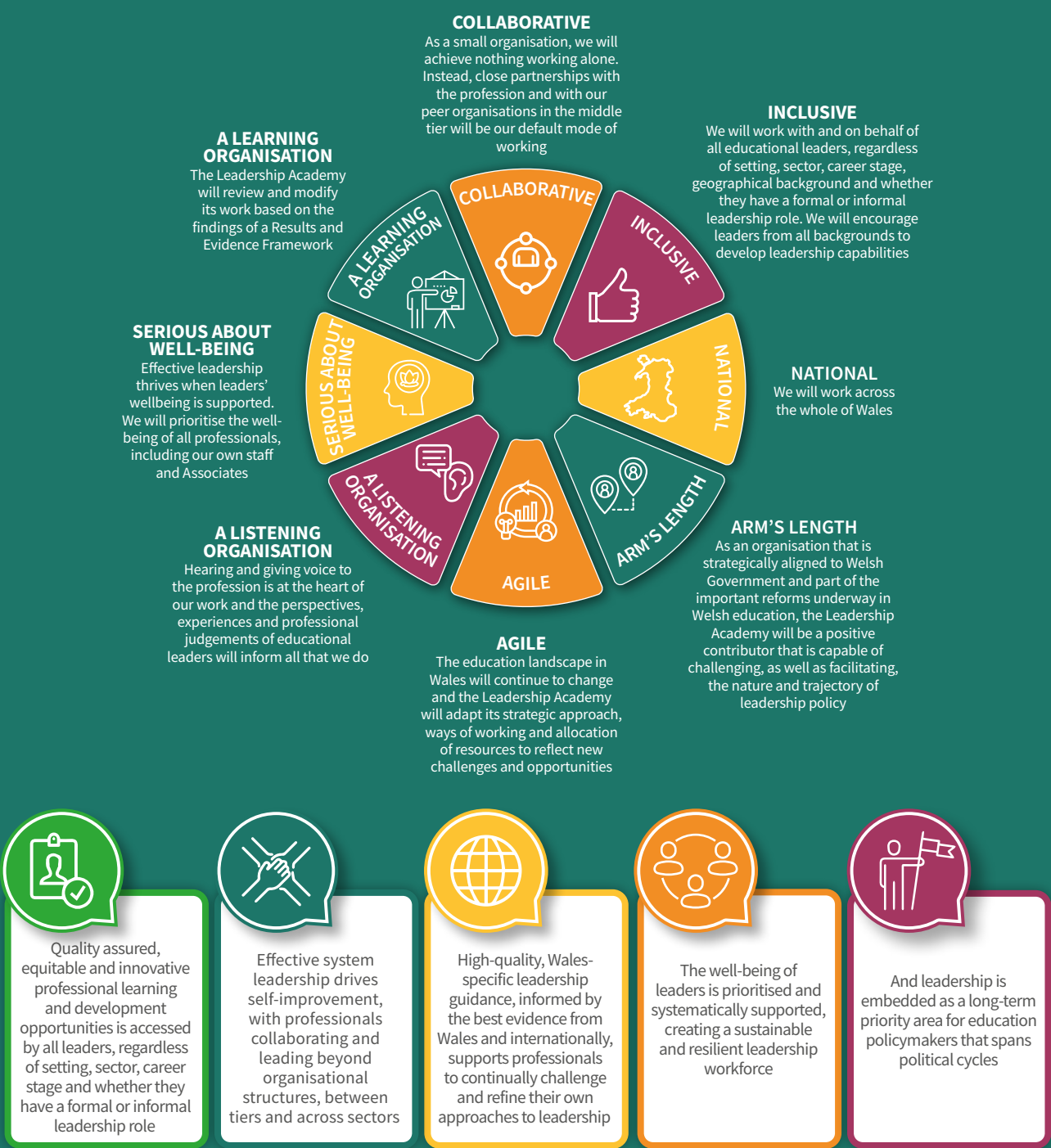
- 3 About Us
- 5 Statement from the Chief Executive
- 6 Our People
- 7 Our Associates
- 8 A Year in Review
- 9 System Leadership
- 9 Quality Assurance
- 10 Innovation
- 11 International Partnerships
- 12 Commission Work
- 12 Leading Professional Learning Guidance
- 12 Insight Series
- 12 Leadership Unlocked
- 13 Well-being
- 14 Financial Statements
- 15 The Year Ahead



About Us

The National Academy for Educational Leadership’s mission is “Inspiring Leaders - Enriching Lives” with the aim of bringing clarity and coherence to educational leadership in Wales. Through our work we will ensure that practitioners are able to engage with the most relevant, meaningful, and inspiring professional learning.

The National Academy for Educational Leadership is 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 high-quality leadership development opportunities that meet their needs wherever they are, and whatever their career stage and ambitions. We are focused on enabling the leadership of learning and we demonstrate this by embodying our values in all we do.



“
It has been a year like no other for everyone, and the National Academy for Educational Leadership has played a role in supporting leaders and leadership development across the educational sector.

Tegwen Ellis,
Chief Executive

Statement from the Chief Executive



As we reflect on the past year, a year which has been like no other for everyone, we consider what role the National Academy for Educational Leadership has

played in supporting leaders and leadership development across the educational sector.

Due to the Global Pandemic – COVID-19, the staff of the National Academy for Educational Leadership moved out of the Swansea office in March 2020 and adapted to working remotely from home and now deliver its core business completely on-line.

During the past year we have appointed two members of full-time staff to the National Academy for Educational Leadership, Mark Isherwood as Assistant Director for Leadership Development and Quality Assurance and also Charlotte Thomas as Communications Manager, bringing the full complement of staff to five. We also welcomed three secondees to the organisation to work on Innovation and Well-being, Leadership Development in Schools and Leadership Development in the Youth Sector. All three of our secondees have added much needed capacity to the organisation and the growth in these areas is to be commended.

We launched our first Innovation series with Professor Andrew Penaluna who supported leaders to consider the art of curiosity and innovation in designing a Curriculum for Wales. We funded 14 innovation leadership development projects, which included clusters and networks of schools across Wales as well as one Local Authority. We also re-designed our Quality Assurance process which led to Endorsement and Monitoring moving on-line with a further four provisions being endorsed to support leaders at all levels. We also held our first on-line conference with a focus on leaders' well-being, re-enforcing our value that we are serious about prioritising the well-being of leaders.

Our Leadership Unlocked series which we piloted with our Associates has gone from strength to strength with high-quality, national and international speakers engaging with leaders from across Wales and across all educational sectors.

Following the survey of school leaders last summer, enquiring about their well-being, we established the All-Wales Strategy for the Well-being of Leaders working group which includes partners from the middle tier (Estyn, EWC, Regions and Local Authority representatives) as well as Welsh Government officials, Educational Academics, Associates of the National Academy for Educational Leadership and Health consultants. Also, in direct response to the survey we set up Head-To-Head a digital and confidential platform for headteachers to come together for half an hour a week to give priority to their own well-being.

The Associates from all three cohorts have engaged in a range of activities beyond their own setting despite facing the daily challenges of the pandemic in their schools. They have worked in collaboration within their own networks and nationwide through facilitation, coaching, advisory roles, attending a range of meetings with middle tier and Welsh Government in working groups and committees. Both Cohort 2 and Cohort 3 have been engaged with research this year and we are pleased to share the commission from Cohort 2 which is live on our [website](#).

As we come to the end of this year our first cohort of Associates will have completed three years in the role and will now become Alumni Associates of the National Academy for Educational Leadership. I would like to thank them for their contribution in supporting the work of the National Academy for Educational Leadership especially in its formative years. We hope that all the Associates will continue to support leaders and leadership in the wider system and that they continue to be ambassadors of the National Academy for Educational Leadership.

Tegwen Ellis, Chief Executive

Our People

Led by the Chief Executive, the National Academy for Educational Leadership has a small executive team whose responsibilities map to the three priority areas set out in our remit letter. Full staff profiles can be found on the [website](#).

The 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 the [website](#).

The National Academy for Educational Leadership appoints an annual cohort of Associates, all currently practising senior educational leaders, who each work with us on a formal basis for a fixed period of one year in the first instance with the possibility of a second year. The Associates provide the National Academy for Educational Leadership with opportunities to access their expertise and knowledge as current educational leaders which ensures the voice of the profession is heard in all of our planning, activity and reflection. The Associates represent a range of school settings from across Wales including faith, Welsh medium, small and rural and federated schools. Full details of current Associates are available on the [website](#).

The National Academy for Educational Leadership is also able to access ideas, support and dialogue from the education system as a whole through its stakeholder group. 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 Educatoinal 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

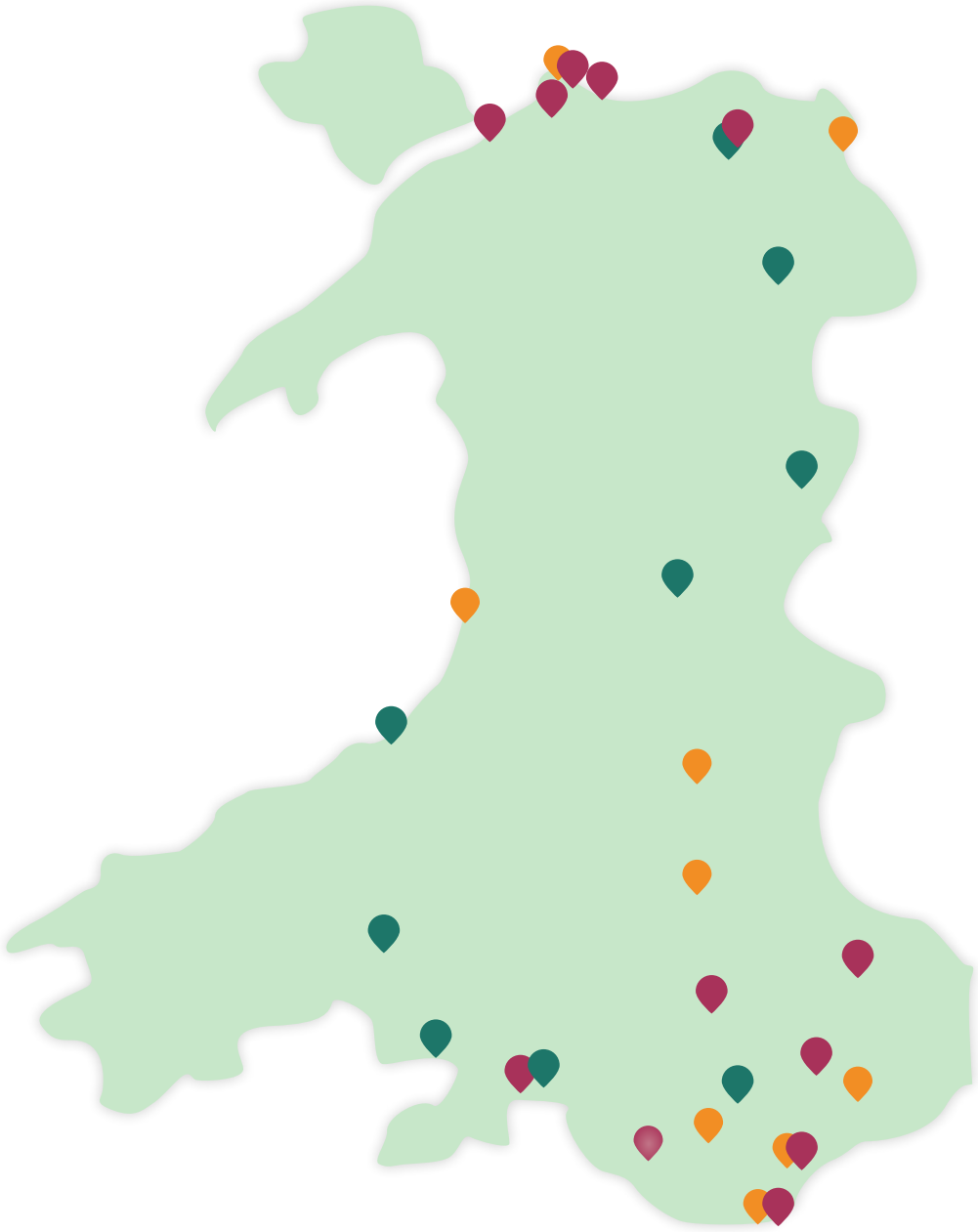
Our Associates

COHORT 1

- Christine Jackson**
Glasllwch Primary School, Newport NP20 3RH
- Jeremy Griffiths**
Ysgol Gwynedd Primary School, Flint CH6 5DL
- Sue Roberts**
Ysgol Ffordd Dyffryn, Llandudno LL30 2LZ
- Clive Williams**
Ysgol Gymraeg Aberystwyth, Aberystwyth SY23 1HL
- Jan Waldron**
Ysgol Calon Cymru, Powys, LD2 3BW
- Karen Lawrence**
Llanfaes Community Primary School, Powys LD3 8EB
- Janet Hayward**
Cadoxton & Oak Field Primary Schools, Barry CF63 2JS
- Emma Coates**
Llanhari Primary School Pontyclun, Pontyclun CF72 9LQ
- Huw Powell**
Mary Immaculate High School, Cardiff CF5 5QZ

COHORT 2

- Trefor Jones**
Ysgol y Creuddyn, Llandudno LL30 3LB
- Tania Rickard**
Ysgol T. Gwynn Jones, Colwyn Bay LL29 9UA
- Richard Monteiro**
Federation of Ysgol Bryn Clwyd & Ysgol Gellifor, Denbighshire LL16 4EY
- Ian Gerrard**
Ysgol Aberconwy, Conwy LL32 8ED
- Damien Beech**
Head of Primary Phase Team, Swansea
- Roger Guy**
Gilwern Primary School, Abergavenny NP7 0AY
- Paul Keane**
Federation of Blenheim Road Community & Coed Eva Primary School, Cwmbran NP44 4SZ
- Karen Watham**
St. Mary's Catholic Primary School, Merthyr Tydfil, CF47 8HA
- Sarah Coombes**
Llanishen Fach Primary, Cardiff CF14 6SS
- Kelvin Law**
Romilly Primary School, Barry CF62 6LF
- Dr Suzanne Sarjeant**
Pencoed Primary School, Bridgend CF35 6RH



COHORT 3

- Catrin Thomas**
Ysgol Gynradd Aberaeron, Aberaeron SA46 0BQ
- Simon Roberts**
Maesybryn Primary School and Special Needs Unit, Pontypridd CF38 2NS
- Alison Ellis**
Maesyrrhandir Primary, Newtown, SY16 1LQ
- Kerina Hanson**
Pennard Primary School, Swansea SA3 2AD
- Justine Baldwin**
Welshpool CIW Primary School, Welshpool SY21 7EJ
- Sharon Hope**
Clase Primary School, Swansea. SA6 7JX
- Dr Joe Cudd**
Ysgol Pen Rhos, Llanelli SA15 2NG
- Olwen Corben**
Ysgol Glanrafon, Mold CH7 1PS
- Marc Jones**
Ysgol Pen Barras, Ruthin LL15 1QQ
- Dr Llinos Jones**
Ysgol Gyfun Gymraeg Bro Myrddin, Carmarthen SA32 8DN

A Year in Review

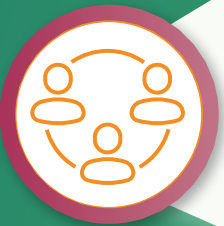


QUALITY ASSURANCE & ENDORSEMENT

19 applications for endorsement submitted from 12 providers

Moved to open calls for endorsement to encourage a wider portfolio of endorsed provision to meet the demands of Curriculum for Wales

Endorsed provision increased to include senior leadership



WELL-BEING

Well-being of School Leaders National Survey published with over 1000 responses from leaders across Wales

Head-To-Head launched providing a weekly well-being space for headteachers

First Online Conference held focusing on well-being with over 100 attendees

Well-being of Leaders survey undertaken with the Youth Work Sector



INSIGHT SERIES LAUNCHED WITH 2 PAPERS RELEASED

Professor Alma Harris, *System Leaders and System Leadership – Reviewing the Evidence*

Gareth Evans, *The Value of Asymmetric School Weeks: Lessons Learned from Schools in Wales*



SYSTEM LEADERSHIP: ACADEMY ASSOCIATES

Cohort 1

Acting as system leaders beyond their own setting

Cohort 2

Researching and co-authoring their commission

Cohort 3

Induction and learning experiences undertaken



INNOVATION

17 organisations supported through the Innovation Pathway

Series 1 of innovation sessions delivered with Professor Andrew Penaluna to over 70 participants across Wales

2 provisions funded in 2019-2020 through the innovation pathway put forward for endorsement in 2020-2021



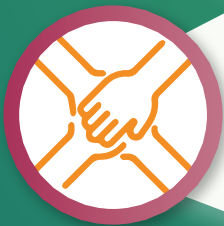
COMMUNICATIONS & DIGITAL ACTIVITIES

Development of new website to be launched in May 2021

Cyswllt monthly e-newsletter launched
Increased engagement & digital presence

National Academy for Educational Leadership podcast launched with 9 episodes to date

3 series of Leadership Unlocked webinars presented with 13 speakers and over 800 attendees from across Wales



BUILDING PARTNERSHIPS

First Tri-Nations International Blether co-curated with colleagues from Education Scotland & the Centre for School Leadership Ireland

Bringing leaders together from across Wales & expanding beyond the school sector

System Leadership

Developing effective ‘system leaders’ and ‘system leadership’ is central to the education reform journey described in *Our National Mission* and is at the heart of the work we are taking forward in Wales through our flagship Associate model.

The Associates 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. A third cohort of experienced and high-quality headteachers were successfully appointed to the role on 1st April 2020. The 10 Associates are representative of the Primary and Secondary sector, English and Welsh medium, and come from a geographical spread across Wales with Associates in three of the four regional consortia.

All 30 Associates contribute to the work of the National Academy for Educational Leadership on a weekly basis through coaching and mentoring, supporting well-being, participation in Quality Assurance activities (endorsement and annual monitoring), innovation sessions and facilitation. The Associates also contribute to the wider system acting as representatives on over 30 national, regional and local external groups such as the Welsh Government Operational Board, Teacher Recruitment and Retention Advisory Board, Professional Learning and Collaboration Group, the Regional Consortia Leadership Group and Local Authorities headteacher groups.

This year Associates from Cohorts 1 and 2 have completed the Advanced Executive Coaching Programme from Chrysalis Mindset Coaching and have been providing coaching to Associates from the third Cohort. This provision is endorsed by the National Academy for Educational Leadership. Associates from Cohort 2 have continued with their commission, *What is the role of educational leadership in realising the vision of a Wales of vibrant culture and thriving Welsh language?* The commission report, their findings and recommendations will be published and launched in 2021/2022.

Due to COVID-19 this year’s Learning Experiences were moved on-line. Associates from Cohort 1 planned the experiences with Associates from Cohort 2 facilitating the sessions for Cohort 3. The Learning Experiences included seminars with the Minister for Education Kirsty Williams MS, Her Majesty’s Chief Inspector Meilyr Rowlands and Lucy Crehan. Cohort 3 have also been working with Professor David Egan conducting research on the National Professional Enquiry Project in preparation for their commission report in 2021/2022.

Quality Assurance

Our Quality Assurance process involves the systematic review of current leadership development provision in Wales. Through a rigorous and robust two-stage endorsement process and monitoring framework we maintain and support provision that is of high-quality, equitable and fit for purpose.

Quality Assurance training for endorsement and monitoring was provided to Associates and stakeholder group members with over 30 completing full training or refresh training as appropriate.

Quality Assurance of the process was conducted by colleagues from the Centre for School Leadership Ireland.

Endorsement

The purpose of endorsement is to ensure that the most effective leadership development provision currently on offer can be recognised. The aim of endorsement is to ensure equity of access to high-quality leadership development provision across Wales.

Following an open call for leadership provision endorsement in February 2021, we received 19 applications from 11 providers. Endorsement panels took place to assess all applications and we are pleased to report that the following new programmes have met the criteria for endorsement set by the National Academy for Educational Leadership:

- Careers Wales - Careers Leadership
- Chrysalis Mindset Coaching - Mental Fortitude Programme
- Mindfulness in Action - Mindfulness in Education
- Regional Consortia in Wales - Senior Leader Development Programme

Monitoring

Following the annual peer led monitoring process to ensure that provision remains high-quality we are pleased to report that the following programmes continue to meet the success criteria set out in the endorsement guidance:

- Chrysalis Mindset Coaching - Advanced Executive Coaching Programme
- OLEVI - Outstanding Leadership in Education
- Portal Training - Higher Apprenticeship in Leadership & Management
- Regional Consortia in Wales - New and Acting Headteachers Programme & Middle Leadership Development Programme



“
I have increased confidence in my own beliefs and understanding of key issues, making me more proactive in my role as a system leader
 Associate of the National Academy for Educational Leadership

Innovation

Educational leaders in Wales are operating in challenging, unpredictable circumstances and understand that innovative systems, tools and thinking are essential. Our Innovation Pathway and Innovation Series are designed to promote innovative leadership, creating new ideas and stimulating innovative thinking and action.

The Innovation Series consisted of seven online workshops running between September 2020 and January 2021. The workshops involved theory-based sessions led by Professor Andrew Penaluna and breakout rooms where attendees could undertake professional dialogue with peers. Intersessional tasks were used to deepen the understanding of innovation, consolidate learning as well as give time for reflection. Eleven attendees (or groups of) used the workshops to further support the design of leadership programmes, which they

submitted for innovation funding. Nine applications were successful in receiving the funding.

Since the launch of the Innovation Pathway, the National Academy for Educational Leadership has funded 28 projects to support providers to create new and innovative approaches to educational leadership development. Nine projects have been completed to date and final impact reports provided. Of the nine projects two providers applied for endorsement with one provider meeting the required criteria. All other projects are on-going and have provided progress reports accordingly.

International Partnerships

Tri Nations leadership consortium

Our partnership with Education Scotland and the College for Leadership Ireland continues to develop.

At strategic level the corporate direction of the organisation is scrutinised and challenged by the Directors and Assistant Directors of the Tri-Nations through peer review systems.

Both Scotland and Ireland pay a role in quality assurance of the Endorsement process for provision and offer evaluative information on the strengths and areas of development of the process. This information will inform changes in our Quality Assurance process next year.

We were delighted to work with our partners in delivering a Blether (Scottish Gaelic) Comhrá (Irish) Sgwrs (Welsh) In-Conversation event.

The Blether was delivered in the autumn term and included leaders from the three nations with a focus on how they had catered for their own well-being as well as the well-being of others during the pandemic.

The second Blether will be delivered in April 2021 and will be titled ‘Adapting as a Leader – Moving forward’. The six leaders from the three countries will share how they have adapted their style and approach to leadership, from leading in a crisis during the pandemic, to developing sustainable leadership for the future.

The Blethers provide an opportunity for leaders from the three nations to listen to their experiences and to ask follow-up questions.

UNESCO

As part of World Teacher Day 2020, our Chief Executive Tegwen Ellis took part in a webinar for change agents, entitled ‘the emergence of professional learning leaders at the middle tier of education systems’. The session was co-hosted by IIEP-UNESCO, UNESCO and Education Development Trust. It examined an interesting trend in education leadership: the rise of expert practitioners – such as headteachers – promoted to leadership roles at middle tier level, working across a number of schools and localities to improve teaching and learning.

The model shared was that of the Associates, who are themselves practicing Headteachers working as system leaders beyond their own schools to support school leaders improving their practice.

International Evidence Gathering

Associates from Cohort 3 have been exploring the National Professional Enquiry Project alongside Professor David Egan. The key focus for this commission was to research evidence-based teaching approaches as part of a school’s DNA coupled with research being linked to professional learning. The key objectives were to gather evidence from different research schools in England with the Education Endowment Foundation (EEF), to consider the approaches set out in the research schools’ network, to seek out international examples and to research how other professions used research to improve as organisations. As part of this commission work, cohort 3 made virtual visits to schools in England to gather evidence alongside considering research practices in schools in Wales and the exploration of research practice in New Zealand.

COVID-19

Since 16th March 2020, the business of the National Academy for Educational Leadership has completely moved on-line. All staff and secondees continue to work from home as guided by Welsh Government.



Commission Work

The Associates from Cohort 2, despite the pandemic were able to continue with their data scrutiny and analysis as part of their commission activity:

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

The Associates produced an interim think piece which they shared with stakeholders in the system and following a review of this document, they created an e-document. The document was then part of a formal scrutiny panel which included Aled Roberts (Welsh Language Commissioner), Gareth Evans (Director for Policy University of Wales Trinity Saint David), Debbie Harteveld (Managing Director of EAS Regional Consortia), Dr Andrew Davies (Aberystwyth University) and Emmajane Milton (Cardiff University).

Leading Professional Learning Guidance

The National Academy for Educational Leadership commissioned Professor Ken Jones to write a research paper on Leading Professional Learning as part of its work in delivering high-quality, Wales specific guidance. The paper includes the best evidence internationally and identifies 12 hallmarks for delivering high-quality professional learning opportunities to improve teaching and learning. The paper will be launched in Autumn 2021 as part of the Insight Series and will complement the on-going work in designing a purposeful resource to support leaders in providing excellent professional learning opportunities.

In addition to the academic paper, OB3 conducted research in the field and have produced several case studies which exemplify the 12 hallmarks of professional learning.

Insight Series

The National Academy for Educational Leadership launched its Insight Series with an academic paper by Professor Alma Harris, *System leaders and System Leadership: Reviewing the Evidence*. The paper is an international review of the literature focused on system leaders and system leadership and considers the evidence base from the last decade. The paper was launched following a webinar with the Associates of the National Academy for Educational Leadership and the document has had the most downloads from our website. The paper concludes with a list of recommendations for the system and also for the Associates.

The National Academy for Educational Leadership is also pleased to have included in its Insight Series a review by Gareth Evans, *The Value of Asymmetric School Weeks: Lessons Learned from Schools in Wales*. This paper was supported by an ‘in-conversation’ event held for headteachers from schools across Wales.

Leadership Unlocked

The National Academy for Educational Leadership delivered its first Leadership Unlocked series during the first lockdown to its three cohorts of Associates. The webinar series which ran as a pilot, was designed to provide professional learning opportunities for the Associates when face-to-face professional learning seminars and collaborative practice opportunities were cancelled. The first series of webinars included the high-quality speakers; Professor Stephen Heppell, Sir Tim Brighouse, John West-Burnham and concluded with a webinar from Professor Mick Waters who collated the key messages from all three speakers.

The webinar began with a 40-minute presentation by the speaker, followed by breakout room discussions with leaders from across Wales coming together to discuss the content of the webinar. This was then followed by a question-and-answer session facilitated by an Associate of the National Academy for Educational Leadership. The webinar concluded with a summary from the speaker.

Following an evaluation of the Leadership Unlocked series, (which demonstrated that the system welcomed the opportunity to engage with professional learning opportunities of this kind during the pandemic) the second series was launched and was offered to school leaders beyond the Associates. The speakers for the second Leadership Unlocked series included Professor Stephen Heppell, Major Marcus Heslop, Professor Laura McAllister and Professor Mick Waters.

A third series of Leadership Unlocked was held at the end of the spring term and the invitation to delegates was extended to include all senior leaders from all educational settings. Leaders listened to Steve Munby, Dr Beatriz Pont, Dr Benna Waites & Dr Adrian Neal and Meilyr Rowlands HMCI. The unique value of these professional learning webinars is the opportunity for educational leaders from across Wales and from a range of sectors to come together and discuss leadership matters.

All webinars are now available on [SoundCloud](#) as podcasts for use as a professional learning resource.

Well-being

Well-being of School Leaders National Survey

The National Academy for Educational Leadership conducted a national well-being survey in summer 2020, which was open to school leaders. The responses were received during the first COVID-19 lockdown period and the important well-being implications were not part of the survey’s focus and no question made direct reference to it. The survey received over 1,000 responses. All survey data were analysed to identify variation according to key characteristics. However, very little variation by geography, age, role or setting was found. The findings demonstrated that leaders ranked being happy or content, being healthy and providing for your family or those closest to you as three top aspects which contributed to personal and professional well-being. When respondents were asked which factors affect leaders’ well-being, the three top answers were workload (75%), accountability measures (61%) and the inspection process (50%). You can read the full report on [nael.cymru](#).

Well-being Survey Report Youth Work Sector

In February 2021, the National Academy for Educational Leadership conducted a survey into the well-being of leaders in the youth work sector. Senior and middle leaders in all areas of youth work were invited to respond to the survey. The responses were received during the second COVID-19 lockdown period. The important well-being implications of the pandemic were not part of the survey’s focus and no question made direct reference to it. The survey received 25 responses. Respondents ranked being healthy, feeling happy or content and coping with life’s stresses as the three most important aspects of their personal and professional well-being. The respondents said that workload (68%), recognition of work by others (52%) and funding and budget management (52%) were the three top factors which affected their well-being. Full report available on [nael.cymru](#).

Head-To-Head

In response to the school survey, the National Academy for Educational Leadership launched ‘Head-To-Head’ a confidential, digital platform where headteachers come together for a half an hour a week to meet in small groups to support their own well-being.

Conference

In January 2021, the National Academy for Educational Leadership held its first virtual conference on-line with a focus on leaders’ well-being. The event was attended by over 100 delegates. Speakers who contributed to the conference were Professor Neil Frude – *The emotional Well-being of school leaders*, Tracey Jones, from Chrysalis Mindset, Dr Coral Harper – *Mentoring/Supervision*, Dr Rachel Lilley – *Unconscious Cognitive Bias*, Jayne Woolcock, headteacher from Penllergaer Primary school and Jenny Ford, headteacher from Treorchy Comprehensive school who both spoke about Collaborative leadership and Well-being. The event closed with Professor Mick Waters.

Recordings from the conference are available [online](#).



Financial Statements

Profit and Loss Account for the Year Ended 31 March 2021		
	2021 £	2020 £
Turnover	900,000	1,400,000
Cost of sales	(733,255)	(514,527)
Gross Surplus	166,745	885,473
Administrative expenses	(551,176)	(587,950)
Operating surplus	(384,431)	297,523

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

Balance Sheet as at 31 March 2021		
	2021 £	2020 £
Fixed Assets		
Tangible Assets	11,867	16,645
Current Assets		
Debtors	177,615	493,908
Cash in Bank and in Hand	4,832	80,872
	574,780	243,813
Creditors: Amounts falling due within one year	(15,139)	(27,819)
Net current assets	167,308	546,961
Net assets	179,175	563,606
Capital and reserves		
Profit and loss account	179,175	563,606
Shareholders' funds	179,175	563,606

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.

For the year ending 31 March 2021, the company was exempt from the requirements of Part 16 of the Companies Act 2006 under section 482 of this Act (non-profit making companies subject to public sector audit). It is instead subject to public sector audit and audited by the Auditor General for Wales.


Approved and authorised by the Board on 11 October 2021 and signed on its behalf by:

S Davies

Dr S Davies (Director)


‘The maintenance and integrity of the National Academy for Educational Leadership Wales’s website is the responsibility of the Accounting Officer; the work carried out by auditors does not involve consideration of these matters and accordingly auditors accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the website.’

The Year Ahead




QUALITY ASSURANCE & ENDORSEMENT

Continuation of open calls for endorsement to encourage a wider portfolio of endorsed provision to meet the demands of Curriculum for Wales




INSIGHT SERIES CONTINUED WITH 3 PAPERS RELEASED




INNOVATION

- Innovation Series 2 delivered to leaders across Wales
- Provision funded through the 2020/2021 innovative pathway put forward for endorsement




COMMUNICATIONS & DIGITAL ACTIVITIES

- New website launched
- Increased engagement and digital presence
- Increased visibility and presence in the sector
- Series 4, 5 & 6 of Leadership Unlocked webinars presented to leaders from across Wales
- Instagram channel launched



WELL-BEING

- All-Wales Strategy for the Well-being of Educational Leaders developed
- Well-being Survey Report Youth Work Sector 2021 published
- Head-To-Head sessions piloted with Youth Work sector, Deputy & Assistant Headteachers




SYSTEM LEADERSHIP: ACADEMY ASSOCIATES

COHORT 1 Acting as Alumni Associates of the National Academy for Educational Leadership across the education system

COHORT 2 Publication of Commission Report


COHORT 3 Commission work

COHORT 4 Inducted & undertaking learning experiences




GUIDANCE

- Leading Professional Learning resource published



BUILDING PARTNERSHIPS

- Bringing leaders together from across Wales & expanding beyond the school sector
- Increased engagement with other sectors particularly with the Post-16 & Youth Work sector
- Collaboration events held with the Tri Nations Leadership Consortium & International Professional Development Association Cymru
- Voice Over Cymru roadshows delivered with leaders across Wales

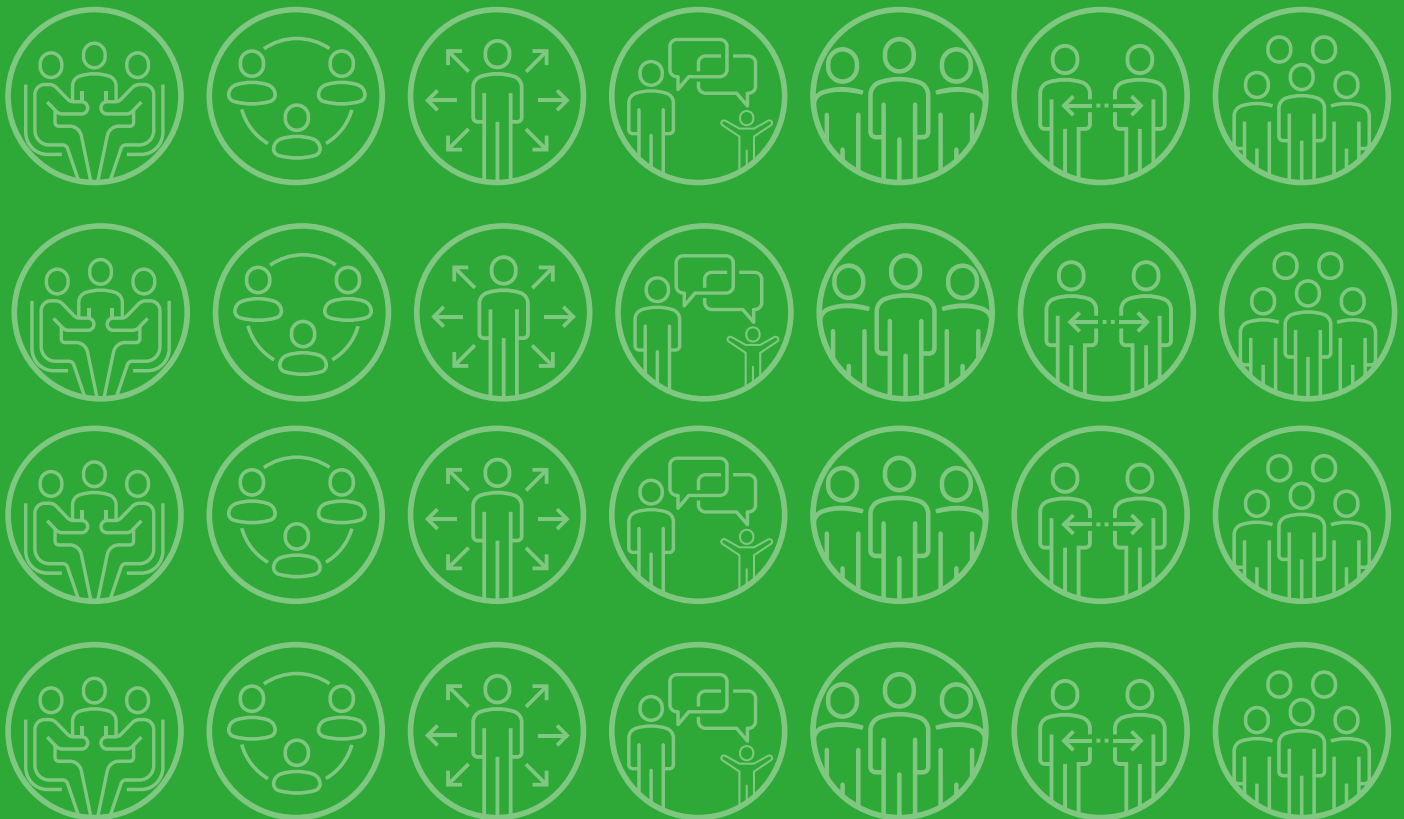


There's no denying the challenges we have all faced over the past 18 months. However, the Leadership Academy has gone from strength to strength maximizing all opportunities to engage with leaders across Wales through digital technology. The Leadership Unlocked sessions have been particularly, outward reaching, effective and engaging.

Associate of the National Academy
for Educational Leadership

Does dim gwadu'r heriau rydyn ni i gyd wedi'u hwynebu dros yr 18 mis diwethaf. Fodd bynnag, mae'r Academi Arweinyddiaeth wedi mynd o nerth i nerth, gan fanteisio i'r eithaf ar bob cyfle i ymgysylltu ag arweinwyr ledled Cymru drwy dechnoleg ddigidol. Mae'r sesiynau Datgloi Arweinyddiaeth wedi bod yn arbennig o eang eu cyrhaeddiad, yn effeithiol ac apelgar.

Cydymaith yr Academi Genedlaethol
ar gyfer Arweinyddiaeth Addysgol



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