



CANOLFAN ADDYSG ATHRAWON
GOGLEDD A CHANOLBARTH CYMRU
NORTH & MID WALES CENTRE
OF TEACHER EDUCATION



PRIFYSGOL
ABERYSTWYTH
UNIVERSITY



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UNIVERSITY

NORTH & MID WALES CENTRE OF TEACHER EDUCATION

STRATEGIC PLAN

2015/16 to 2019/20

NMWCTE Centre Mission Statement

The North and mid Wales Centre of Teacher Education is committed to playing a full part in initial training and professional development of teachers.

The North and Mid Wales Centre of Teacher Education Mission Statement

“Our mission is to provide Wales with the teaching workforce that is creative and innovative, critical and reflective, and empowered to sustainably deliver high quality education in Wales. By taking an active lead in the initial training and professional development of teachers in Wales we aim to provide learning, teaching, training and professional development of the highest quality that is informed by current research within pedagogy and education and draws on national and international priorities and challenges.”

Core to the Centre’s mission is its commitment to the following overarching goals:

- **GOAL 1: Effective & Inclusive Partnership Working:** The Centre can only deliver on its strategic plan and goals if the leadership and management roles and responsibilities are deployed widely across the Centre. In doing so this will ensure that the Centre is well resourced and positioned to deliver high academic standards on a sustainable basis whilst being proactive and effective in regularly informing its Self-Evaluation Plan and Quality Improvement Plan.

GOAL 1: Effective & Inclusive Partnership Working

“There is a commitment to partnership working that is holistic and inclusive of all partners ensuring that the Centre is effective and efficient in its operation enabling it to deliver on its strategic goals. Through deployment of staff to key Centre roles a bottom-up management model will be employed that will empower staff with greater responsibility, ownership and accountability in the Centre’s operation and role in informing the Centre’s Self-Evaluation Plan and Quality Improvement Plan. A further commitment under this goal is to afford schools with greater empowerment and responsibility to deliver high quality training and professional development by recognising and awarding those achieving schools as Training Excellence Schools.”

- **GOAL 2: Robust Quality Assurance and Quality Enhancement System:** Confidence in the assessment outcomes can only be assured if the QA & QE system is robust. Such a Centre-wide system is important to verify the accuracy and reliability of the assessment outcomes and to challenge Programme Teams to continually strive to raise trainees' performance.

GOAL 2: Robust Quality Assurance and Quality Enhancement System

“There is a commitment to continually attain total confidence in the assessment outcomes. Through the implementation of a bottom-up QA & QE system Programme Teams are empowered with the responsibility, ownership and accountability to undertake critical evaluation of their respective programme against Estyn Key Questions and to inform the Centre’s Self-Evaluation Plan and Quality Improvement Plan.”

- **GOAL 3: High Quality Teaching, Tutoring & Mentoring:** The Centre can only develop the high-quality, creative and innovative teachers if the teaching provision within the partnership is of exemplary standard. The Centre seeks to ensure that the teaching and training provided within the Universities and the schools is of the highest standard possible and innovates in the development of pedagogies and methods.

GOAL 3: High Quality Teaching, Tutoring & Mentoring

“There is a commitment that all tutors’ teaching across all ITET programmes will be judged consistently ‘Good’ or better. Protocols will be implemented to ensure standardisation of practice and the identification and dissemination of good or exemplary practice. Similarly, judgmental procedures will be implemented to assess the quality of tutoring and mentoring with particular focus placed on the accuracy (validity) and correlation (reliability) of teaching practice assessments, feedback and target setting between tutors and mentors. Further to this, schools will be required to assess the quality and consistency of mentoring that occur within schools and implement actions for improvement where inappropriate levels of mentoring are identified.”

- **GOAL 4: Research Informed Practice:** The Centre must maintain a clear and current vision for the education profession in Wales and will do so by being informed by up-to-date educational research as well as being fully engaged in the development of internationally significant educational research.

GOAL 4: Research Informed Practice

“The Centre affirms its commitment to promoting collaborative research in areas of pedagogy, teacher education and training, as well as professional enquiry. A Centre research-scholarship focussed hub will be developed to act as an interface between higher education and schools that will enable schools, teachers and pupils to access the current research developments and projects in universities as well as enabling teachers to gain the support of research staff to plan and implement professional enquiry into any facet of education within schools and regional consortia. A culture of Centre-Schools research seminars will be developed and trainees will make use of research to further develop their understanding of educational practice and to conduct professional enquiry. Exemplars of outstanding professional enquiry will be disseminated to schools within the Centre partnership.”

- **GOAL 5: High Academic Standards:** The success of the teachers entering the educational profession in Wales is dependent on their achievement of high academic standards whilst training. To enable this, the Centre will ensure that all students achieve high standards throughout their course and will develop effective monitoring and support and challenge systems so that every student meets the high expectations set.

GOAL 5: High Academic Standards

“There is a commitment that all students across all ITET programmes will achieve the minimum standard of at least ‘Good’ by the end of their training. Students will demonstrate effective critical thinking skills and the ability to plan lessons effectively by drawing upon critical evaluations of lessons that are focussed on the quality of pupils’ learning. Focus will also be placed on developing creative and innovative teachers.”

- **GOAL 6: Professional Development of Mentors, Tutors, Teachers and Support Staff:**

If the Centre does not provide appropriate and regular CPD opportunities to tutors and mentors then there is a risk that training will not keep abreast of the latest research informed practice into pedagogy and other educational matters. The Centre needs to ensure that tutors and mentors are challenged and are kept abreast of the latest research developments nationally and internationally as well as exemplars of outstanding practice in schools in Wales and elsewhere.

GOAL 6: Professional Development of Mentors, Tutors, Teachers and Support Staff

“There is a commitment to raise the quality of tutoring and mentoring through the provision of CPD opportunities on a range of themes relating to assessment, ICT, critical thinking and creativity. Furthermore, a professional development unit will be set up that draws on the existing expertise within the partnership (Universities and Training Excellence Schools) together with other expert providers from elsewhere to provide schools and teachers with a programme of professional development workshops. Master-focussed modules on Effective Mentoring based on the MEP practice will be developed and offered to mentors and teachers within the Centre partnership. International conferences relating to matters pertaining to the child and child development (A Childs World) and how children learn and current best practices in learning & teaching (Pedagogy) will be offered to school practitioners to attend.”

- **GOAL 7: High Commitment to Welsh Language Learning & Culture:** The Centre must strive to specialise in Welsh language learning in keeping with the well-established Welsh language/bilingual policy that embraces schools and communities in the north and mid-Wales region, such as Gwynedd, Mon and Ceredigion.

GOAL 7: High Commitment to Welsh Language Learning & Culture

“There is a commitment to Welsh language learning across all ITET programmes through the provision of Welsh language courses (incidental (beginners), second language and proficient) to enable all trainee teachers develop their Welsh language skills and to implement these skills effectively in the classroom.”

- **GOAL 8: Enhancing Centre Profile and Recruitment:** For the Centre to succeed and have a sustainable financial future then there is a paramount importance to implement and resource a Centre-wide Marketing Policy that states how the Centre sets out to recruit high calibre students to its programmes as well as endeavouring to meet national recruitment targets. The Centre needs to be proactive in its profiling and marketing both locally, regionally and nationally.

GOAL 8: Enhancing Centre Profile and Recruitment

“There is a commitment to recruiting high calibre students to its programmes, to recruit to target as well as ensuring that underrepresented groups in society are recruited.”

Core Strategic Priorities

The Centre will:

1. Ensure that leadership and management roles and responsibilities are deployed appropriately and widely across the Centre by ensuring they are in-keeping with the expertise and skills required to oversee these roles and responsibilities. This will ensure distributed leadership is in place at both middle and senior management levels;
2. Empower staff with greater responsibility, ownership and accountability in the Centre’s operation and role in informing the Centre’s Self-Evaluation Plan and Quality Improvement Plan;
3. Empower schools with the responsibility to deliver high quality training and professional development by recognising and awarding those achieving schools as Training Excellence Schools;
4. Implement a Quality assurance and Quality Enhancement system that will empower Programme Teams with the responsibility, ownership and accountability to undertake critical evaluation of their respective programme against Estyn Key Questions and to inform the Centre’s Self-Evaluation Plan and Quality Improvement Plan;
5. Ensure that the teaching and training provided within the Universities and the schools is of the highest standard possible and innovates in the development of pedagogies and methods;

6. Maintain a clear and current vision for the education profession in Wales and will do so by being informed by up-to-date educational research as well as being fully engaged in the development of internationally significant educational research;
7. Ensure that all students achieve high standards throughout their course and will develop effective monitoring and support and challenge systems so that every student meets the high expectations set;
8. Ensure that tutors and mentors are challenged and are kept abreast of the latest research developments nationally and internationally as well as outstanding practice in schools in Wales and elsewhere;
9. Continue to specialise in Welsh language learning in keeping with the well-established Welsh language/bilingual policy that embraces schools and communities in the north and mid-Wales region, such as Gwynedd, Mon and Ceredigion;
10. Set out to be proactive in its profiling and marketing both locally, regionally and nationally;
11. Market its courses attractively and energetically and seek to improve the recruitment in quantity and quality, particularly in the minority areas both nationally and internationally.

Principal Key Performance Indicators (KPIs)

A combination of qualitative and quantitative KPIs will be used by the Centre, which is designed to allow both measurement and holistic judgements by the Centre's Performance Review Board and the Aberystwyth Bangor Strategic Planning Board. These KPIs are cross-referenced to the Core Strategic Priorities (CSP) where relevant.

1. Achieve strategic vision (goals and strategic priorities) [CSP 1 – CSP 11]: CSP1 & 2 – 2015-16; CSP3 – 2015-18; CSP4 – 2015-16; CSP5 – 2015-17; CSP6 – 2015-20; CSP7 – 2015-17; CSP8 – 2015-19; CSP9 – 2015-17; CSP10 – 2015-17; CSP11 – 2015-18
2. Number of schools achieving Training Excellence Schools status: 5 Secondary & 5 Primary at end of 2015-16; 10 Secondary & 10 Primary at end of 2016-17; 20 Secondary & 20 Primary at end of 2017-18 [CSP 3]
3. Valid and reliable assessment outcomes [CSP 4]
4. High standard of teaching in university: 100% of tutor sessions judged to be Good or Outstanding [CSP 5]
5. High standard of mentoring in schools: 100% of mentor sessions judged to be Good or Outstanding [CSP 5]

6. Training across all programmes is informed by up-to-date educational research: all tutors' teaching is consistently seen to be drawn from current practice and informed by pedagogical research [CSP 6 & CSP 8]
 7. A Centre research-scholarship focussed hub developed to act as an interface between higher education and schools enabling schools, teachers and pupils to access the current research developments and projects in universities as well as enabling teachers to gain the support of research staff to plan and implement professional enquiry into any facet of education within schools and regional consortia [CSP 6]
 8. Engagement of the Centre in the development of internationally significant educational research where academic staff across the two universities are either working collaboratively or with other external collaborators on research projects [CSP 6]
 9. Most trainees (90%) graduating on programme, and across provision, achieve 'Good' or 'Outstanding' grades [CSP 7]
 10. High agreement between tutors and mentors' assessment of trainees on teaching practice: 95% correlation and above [CSP 7]
 11. Tutors and mentors attend regular CPD opportunities on a range of educational priorities [CSP 8]
 12. All tutors undertake sabbatical visits to schools [CSP 8]
 13. A professional development unit set up that draws on the existing expertise within the partnership (Universities and Training Excellence Schools) together with other expert providers from elsewhere to provide schools and teachers with a programme of professional development workshops [CSP 8]
 14. Master's module on Effective Mentoring based on the MEP practice developed and offered to mentors and teachers within the Centre partnership. Number of mentors and teachers undertaking module [CSP 8]
 15. Hosting international conferences [CSP 8]
 16. All trainees (100%) receive training and opportunities to develop their linguistic competences in Welsh in line with their background [CSP 9]
 17. All trainees (100%) deliver Welsh language teaching in accordance with the Language Policy of their placement schools [CSP 9]
 18. All trainees (100%) use the Welsh language effectively in their placement schools [CSP 9]
 19. Enhanced Centre profiling and promotion [CSP 10]
 20. 100% recruitment to targets [CSP 10 & 11]
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Executing the Strategic Plan and Accomplishing Goals and Core Strategies

The Strategic Plan sets the vision for the Centre over the next five years and will be instrumental in ensuring that the Centre's provision is of the highest standard. In doing so it sets out the overarching goals, strategies and principal Key Performance Indicators that the Centre as a whole needs to attain. It will be the responsibility of the Centre's Performance Review Board to hold the Centre leadership to account with regards to the implementation of the Strategic Plan. The Performance Review Board itself will be responsible for regularly scrutinising the Centre's performance against the Strategic Plan, to challenge the leadership, and to make revisions proactively to the Strategic Plan as appropriate in light of educational developments, initiatives and policies nationally and elsewhere. In turn, the Performance Review Board and the delivery of the Strategic Plan will be accountable to the Aberystwyth Bangor Strategic Planning Board.
