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Consultation – summary of responses

New professional standards for teaching and leadership

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

New professional standards for teaching and leadership

Audience	Practitioners, local authorities, regional education consortia, school governing bodies, HM Chief Inspector of Education and Training, workforce unions, Education Workforce Council, initial teacher education institutions, national organisations and charities.
Overview	This document summarises responses to the professional teaching and leadership standards consultation which ran from 2 March to 4 May 2017
Action required	For information only
Further information	Enquiries about this document should be directed to: Professional Frameworks and Standards Team Curriculum and Assessment Division The Education Directorate Welsh Government Crown Buildings Cathays Park Cardiff CF10 3NQ e-mail: professionalstandardsreview@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at consultations.gov.wales/
Related documents	<i>Taking Wales Forward 2016–2021</i> (2016) gov.wales/about/programme-for-government/?lang=en

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Background

Taking Wales Forward 2016-2021 (Welsh Government, 2016) sets out the government's programme to drive improvement in the Welsh economy and public services, delivering a Wales which is prosperous and secure, healthy and active, ambitious and learning, united and connected. A key priority for education is to incentivise, recognise and promote teaching and leadership excellence so that we raise standards across the board, and develop training and opportunities for teachers, leaders and the broader education workforce.

Professional standards have an important role to play in achieving this priority, by describing the skills, knowledge and behaviours that characterise excellent teaching and leadership, and by supporting professional growth. Much has changed in education since the existing standards were introduced and a number of independent reviews of Wales's education system have included recommendations relating to professional standards.

The new standards are critical to achieving the Welsh Government's vision for education in Wales and they have been developed to reflect the reforms in initial teacher education (ITE), a new curriculum, an evolving qualifications framework and the launch of the National Academy for Educational Leadership.

The consultation on new professional teaching and leadership standards was launched on the Welsh Government website on 2 March. The consultation ran for nine weeks (seven weeks term-time) and closed on 4 May. This document summarises the formal consultation responses and sets out the Welsh Government's response.

The new model of professional standards has been designed with the profession, for the profession. It is the culmination of extensive involvement of schools, ITE institutions, regional consortia and other key stakeholders. Teachers and leaders were actively involved in developing, refining and testing the draft standards. In addition, the draft standards have been trialled by the profession. Schools, mainly drawn from the Pioneer Network and ITE institutions have worked with the draft standards and engaged in structured lines of enquiry to support further refinement and consider what materials may be required to support their effective use by teachers at each career stage.

The draft model has also been shared widely in events across Wales. These included workshops held during the consultation period in each consortium and involving around 200 teachers and leaders. These events provided further opportunities to gather feedback on the proposals from school-based professionals. This feedback was very supportive overall and has been valuable in helping to assess the potential value of the new standards to the teaching profession. It has not been included in this summary of the formal consultation responses.

Some comments received in the formal consultation were outside the scope of the consultation and although every effort was made to link these responses to the key themes of the consultation this was not always possible.

Consultation responses

A total of 96 responses were received. 90 of these were completed on the formal response template submitted via the online form or email, and 6 further emails expressing views were received. As a result, not all questions have been answered by all respondents. However, narrative response has been included fully in this summary analysis by allocating comments made to the most appropriate question section.

A list of respondents is attached at annex 1. Respondents who requested to remain anonymous have not been listed.

The breakdown of responses by sector was as follows:

	Number	%
Schools and practitioners	35	39
Workforce Unions	9	10
National and professional bodies	7	8
Local authorities and consortia	19	21
ITE Providers	5	6
Other	15	17

Summary of responses

Question 1- Do you agree that the proposed new professional standards should reflect the Welsh Government vision for teaching and leadership?

Agree	81%
Disagree	6%
Neither agree nor disagree	13%
Not answered	0%
Number of responses	90

Overview of responses:

The majority of respondents agreed that the proposed new standards should reflect the Welsh Government vision for teaching and leadership. There was widespread endorsement for placing the learner at the centre of all we do and ensuring that all learners benefit from excellent teaching and learning.

The view of practitioners as professionals who engage in professional learning throughout their career received support, as did effective leadership at every level. Respondents felt the standards were appropriately ambitious and were aligned with other reforms across the education landscape.

Some responses referred to the importance of the implementation of the standards in achieving the vision. A few respondents identified workloads as a barrier to achieving the vision.

Specific comments included:

Schools and practitioners

Judging teaching and leadership against the "old" standards have just become tick box exercises, benefitting very few in the profession.

I agree with the spirit of the vision but am concerned it implies classroom teachers taking on extensive responsibilities like developing the curriculum - not feasible with about 2 hours non-teaching time per week.

Workforce unions

We certainly continue to support the notion of aligning professional standards, and all other education policies, towards delivering on this vision.

Credwn fod yn rhaid i'r datblygiadau newydd yma ymrafael â lleihau baich biwrocraidd athrawon ac arweinwyr.

We are particularly concerned about the formal consultation falling at such a late stage in proceedings. This means that ITE courses are using the standards for planning courses which start in September. This is completely inappropriate.

Initial teacher education providers

Being a teacher that constantly changes to suit the needs of the children being taught is very important.

The centrality of the learner in the proposed new professional standards aligns with the vision of Donaldson and goals of the Well-being of Future Generations Act 2015 whilst explicitly promoting learner autonomy.

Translation provided by the respondent: Mae rhan ganolog y dysgwyr o ran y safonau proffesiynol arfaethedig newydd yn cydweddu â gweledigaeth Donaldson a nodau Ddeddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015, yn ogystal ag yn hyrwyddo yn benodol annibyniaeth dysgwyr

National and professional bodies

It might be worth considering whether teaching and leadership require separate visions.

It is timely to review the standards and to reflect the vision placing good teaching and effective leadership at all levels as the central focus. Changing the system will require a refocusing of the professional standards that will inevitably impact on the quality of teaching and the effectiveness of leadership in our schools.

Local authority/consortia

We agree that leadership forms a critical part of the vision at all levels and that as true professionals, practitioners should constantly strive to improve and grow.

Agree in principle with the vision for teaching and leadership...the importance of effective leadership at all levels is fundamental. Teachers taking an increased responsibility for their professional development will be welcomed by the profession and trust in their professionalism is paramount.

Other

The change is needed and well-timed.

FSC welcomes the new standards as a sensible way of developing CDP and supporting professional progression throughout a teacher's career.

Welsh Government Response:

Officials will continue to work with colleagues and external stakeholders to ensure alignment between the professional standards and other education reforms. The introduction to this document sets out the extended period of informal consultation and joint working that has preceded this formal consultation.

Careful consideration has been given to ensure that the new standards do not increase workload. The standards consulted on are fewer in number for individual teachers than the existing standards. The way that the standards will be accessed via the Professional Learning Passport will enable practitioners to choose how to use them in the most effective way.

ITE courses are not required to make use of the new standards from this September. This is covered in more detail in our response to question 9.

Question 2 – Do you agree that the principles and purposes are appropriate to the new education agenda in Wales?

Agree	78%
Disagree	10%
Neither agree nor disagree	10%
Not answered	2%
Number of responses	90

Overview of responses:

The majority of respondents agreed that the principles and purposes of the new standards are appropriate to the new education agenda in Wales. The increased autonomy for practitioners was welcomed and the principles and purposes were widely viewed as being joined up with other developments in education policy, citing clear links with reforms in ITE and the curriculum.

Some respondents reported perceived omissions in, for example, reference to safeguarding and core personal values and attitudes.

One respondent felt that the standards should be owned, developed and promoted by a profession, through its professional body working with its registrants and stakeholders. Another respondent expressed concern that the relationship between the standards and the performance management cycle may lead to the standards being used as a 'tick list'.

Specific comments included:

Schools and practitioners

A collegiate approach to learning which encourages imaginative classrooms that teach and extend skills would truly inspire. What is needed now is the freedom and time for this approach to develop, strengthen and embed. The prospect of a heavy handed ESTYN inspection would stifle experimentation.

The new agenda in Wales involves less top-down prescription on how teachers could teach - this should free teachers up to operate using their professional judgement rather than having to follow Estyn or SLT.

You cannot expect teachers to research and develop themselves.

Workforce unions

It is encouraging that the standards avoid a simplistic approach and reflect the complex nature of the role of both teachers and school leaders.

The new standards will not resonate with teachers and will not contribute in any way to raising the status of the profession.

Initial teacher education providers

These principles are sound but it is their implementation by government and education professionals at all levels that will decide whether they truly support that agenda.

National and professional bodies

With the significant changes we face in education, the professional opportunities and the ownership towards the shared “moral purpose” are welcomed.

Value in considering simplifying the wording of the principles and purposes in order that they are easily understood by practitioners, schools and others.

Local authority and consortia

These are detailed and relevant- if we all adhered by these principles our teachers would be better trained and better equipped to support all learners irrespective of their needs and backgrounds

These principles sit well with Successful Futures and therefore support the education agenda well. We will need to make sure these aims are shared well and understood by all members of the education community.

The principles are in line with other developments within the profession and should reflect each other.

Other

The new curriculum, in my personal opinion and in my subject, is not tied to this vision, but is a dogmatic and needless approach to appease PISA and the OECD.

The weighting of the standards on pedagogy is exactly what we require, both in terms of teaching and leadership.

Welsh Government Response:

The principles and purposes will remain as drafted. However, these will be periodically reviewed to ensure they remain relevant. Officials will continue to liaise with policy colleagues and external stakeholders to ensure that where there are links with specific policies, consideration will be given to ensure that processes are in place to support practitioners to model the principles and purposes in their practice.

Question 3 – Do you agree that the values and dispositions, the five dimensions and their elements describe an appropriate shared purpose for all school teachers and leaders?

Agree	73%
Disagree	12%
Neither agree nor disagree	13%

Not answered	1%
Number of responses	90

Overview of responses:

A majority of respondents agreed that the values and dispositions, the five dimensions and their elements describe an appropriate shared purpose for all school teachers and leaders. In some cases, the agreement was accompanied by suggestions or qualifying statements. For example, one response suggested that there should be a 6th dimension relating to practitioners' health, wellbeing and environment. Others agreed that the structure and content were appropriate but expressed concerns regarding the time available to put into practice. Some responses included requests for further guidance or exemplification to be provided.

Some respondents expressed concerns based on the complexity of either the structure or the content of the standards. A few responses identified perceived gaps in the model in relation to, for example, a particular set of personal qualities required by a teacher; reference to planning/preparation and emphasis on the importance of subject knowledge, respectively.

Specific comments included:

Schools and practitioners

We will need more details on the elements of the five dimensions but in principle they reflect the key elements of professional learning and good practice.

32 rather than 55 standards - more manageable – less repetition.

I do not want to see an over-complicated system (do not need more than five [dimensions]).

Pedagogy is actually the core and the WG has summarised it as if it is only a third of what being a teacher is.

I feel that the five dimensions are wholly appropriate to the teaching profession and the focus on pedagogy is welcomed.

Workforce unions

Concerned about workability and practicality. Suggest creating high-level summary.

We support the way that the standards are structured, and feel that the dimensions and their elements are appropriate for all teachers and school leaders.

The NASUWT believes that the proposed changes to the professional standards for school teachers and leaders are both unnecessary and unhelpful in both construction and design.

Numeracy, literacy and Welsh culture are important but are they central to the professionalism of teachers?

Initial Teacher Education providers

Need for exemplification of the values and dispositions in order for effective integration into day-to-day practice.

Translation provided by respondent: Angen rhoi enghreifftiau o werthoedd a thueddiadau er mwyn eu hintegreiddio yn effeithiol yn yr arfer bob dydd.

The dimensions give clear guidance to the development of all teachers; welcome the continuous aspect of the standards (ITE to advanced leadership). They match the vision.

National and professional bodies

The values and dispositions are relevant and link well with Successful Futures. The five dimensions are interlinked well and that pedagogy is a clear focus throughout. The six areas are relevant. The descriptors for Welsh language and culture are not ambitious and progressive enough.

We agree that schools are complex and teaching is a complicated role, so anything that enables teachers and leaders to priorities time and effort to help them become more effective is welcomed.

Council welcomes organising the standards into five sections. We are also very pleased to see pedagogy given so much emphasis in the new standards.

...fundamental subject knowledge must not be overlooked.

Local authorities and consortia

The five areas of the standards are very appropriate and it is good to see that both collaboration and innovation have been recognised as key elements.

The explicit consideration of professional entitlement is appropriate. However, this entitlement may not be facilitated consistently across all organisations and some teachers, particularly those working in schools in need of intensive support, may be disadvantaged.

These areas are broad and cover sufficiently the key areas of effective teaching and leadership. In addition, the fact that these are seen as a continuum is a positive message to all staff.

Although it seems complex at first, when you begin to use/review the dimensions it becomes clear what is expected of all teachers.

The simplicity of the five dimensions and the importance of pedagogy at the heart of the professional standards has been welcomed.

Other

The values and dispositions should include the right of learners to be equipped for their future in a rapidly changing world, facing the impacts of climate change, depletion of resources, threats to biodiversity and increased inequality.

The ideals are great. Some aspects though will be difficult to measure. In the rare instances where performance is not at the required minimum, then schools and leaders and other

stakeholders need clarity from WG about acceptable performance. Grey areas will only lead to tensions with Leadership, Professional Associations and HR.

Welsh Government Response:

We are mindful of the importance of clarity regarding the shared purpose presented in the model. We will re-visit the way that the relationship between the components is expressed and explore opportunities to strengthen and clarify where appropriate. In doing so we will give greater emphasis to the centrality of the five dimensions as the primary focus of the professional standards. The supporting descriptors will therefore fulfil the role of describing the scope of each of the five main standards. The values and dispositions will continue to provide an overarching context for the standards.

Question 4 - Do you agree that the descriptors attached to each element capture appropriate requirements at entry to the profession and for sustained highly-effective teaching?

Agree	66%
Disagree	14%
Neither agree nor disagree	17%
Not answered	3%
Number of responses	90

Overview of responses:

The majority of respondents agreed the descriptors were appropriate, supporting professional progression from career entry and providing a basis for professional dialogue. A number of respondents noted the value of exemplar materials being available to support effective use of the standards and the scope for further clarity with some descriptors.

Some respondents felt there were too many descriptors and that the framework of standards as a whole was too complex and left too much scope for interpretation. Concerns were also expressed about implications for additional workload and the risk of standards being used in a punitive manner.

Though the response, overall, was positive it was evident that conflicting views existed within all but one group of respondents.

Specific comments included:

Schools and practitioners

This is a very positive feature, a clear progression for teachers from early years to more experienced practitioners and beyond

The descriptors seem a clear and powerful support

Exemplification would be useful for some aspects

This will become another burdensome task to complete for Performance Management and another tool for Head Teachers to use to measure teachers and put more workload onto an already crumbling profession.

It encourages growth and is a solid ground for performance management or coaching within schools.

The number of descriptors is far too high to sustain effective development. Having to focus on over a hundred discrete elements turns the exercise into a complicated box-ticking exercise which will preclude effective development.

Workforce unions

They seem appropriate and manageable.

While there is nothing specific about the descriptors that cause concern in of themselves they are often very vague and open to interpretation to the point that they will not address the perceived variability amongst graduates entering the profession. The slide pack also has far too many descriptors making the whole process somewhat unmanageable.

Nodwn fod y Gymraeg yn cael sylw dyladwy yn y gwerthoedd ac ymagweddau yn y safonau a chroesawn hyn yn fawr. Serch hynny dim ond fel un agwedd o'r sgiliau Dysgu Proffesiynol y gwelir sylw i'r Gymraeg. Teimlwn y dylai'r Gymraeg orgyffwrdd a phob agwedd neu mae perygl gwirioneddol y gallai gael ei anghofio

We understand that schools are complex places but, whilst the descriptors may reflect the appropriate requirements for effective teaching/leading for each element, we consider it preferable to allow teachers to develop their own independent thinking with regard to the meaning of each dimension and element for their own practice, at whatever stage of their career. We believe that this is part of being a professional

The descriptors are poorly constructed as there is significant duplication and overlap; frequently contain language that is inappropriate; are sometimes incorrectly aligned to the three career stages; lack sufficient transparency, meaning and coherence; and are convoluted, complex and confusing.

The number of components and descriptors, and the openness of their wording, may make the practical application monitoring and judging teachers against the standards problematic.

Measurement against the new standards is a refined process, not a matter of making 'perfunctory' judgements against a checklist. This implies a considerable responsibility for both teachers and managers in evaluating and reviewing an individual's practice, determining success, and identifying appropriate professional development opportunities for each individual.

National and Professional Bodies

These provide a comprehensive guide to expectations. We appreciate the recognition that teaching is "multi-faceted and professional development is not a straight line".

There appears to be little encouragement within the proposed standards for teachers to engage with subject specific communities at local, regional and national scales. High levels

of sustained professional practice can be effectively nurtured through engagement with external networks.

Within the descriptors as they currently exist, the key criteria for entry and development in the education workforce are captured.

We would be pleased to see the Welsh Government consider whether refinements could be made in order to make the proposed standards more user-friendly.

Many of the descriptors capture appropriate requirements for sustained highly-effective teaching.

Initial Teacher Education providers

Specific examples are required in order for trainees, ITE staff and teachers to develop their understanding of the expectations set out in the standards. For example, reference to developing specific subject expertise has not been made explicit in exploiting areas of learning.

Translation provided by the respondent: Mae angen enghreifftiau penodol er mwyn bod hyfforddeion, staff AGA ac athrawon yn gallu datblygu eu dealltwriaeth o'r disgwyliadau a roddir yn y safonau. Er enghraifft, nid yw cyfeirio at arbenigedd pwnc-benodol datblygol wedi'i wneud yn eglur wrth ddatblygu meysydd dysgu. Er hyn, pan fo tystiolaeth gefnogol wedi'i datblygu a'i gyflwyno mewn fformat gwe, mae'n bosib y gallai hyn dawelu unrhyw bryderon presennol.

Trainees agreed that the elements are positive and expansive but were concerned that an expected level/ requirement was not made clear; expertise and guidance from school and ITE staff would be crucial.

Translation provided by the respondent: Cytunwyd gan hyfforddeion bod yr elfennau yn gadarnhaol ac yn eang, ond gwnaethant bryderu nad oedd y lefel ddisgwyliedig/ gofyn disgwyliedig wedi ei r(h)oi yn glir; byddai arbenigedd a chyfarwyddyd gan y staff ysgol ac AGA yn hanfodol.

Many of the descriptors are too broad or too ambiguous which could lead to lack of consistency in application due to different interpretations or perspectives. In order to avoid this, clear, focused guidance and training will be needed for all HEI and school staff.

We agree with the intention and principles of most QTS descriptors. However, we would urge the government to take a greater lead on the exemplification and assessment than was the case with the previous QTS standards, as the descriptors alone will not ensure a consistent approach across the ITET sector.

We welcome these descriptors and agree that they represent appropriate requirements at entry to the profession and for sustained highly effective teaching

Local authorities and Consortia

This changes the culture with regards to gathering the portfolio of evidence for induction. This makes it far more open and allows for a creation of a dialogue around learning and teaching.

These descriptors communicate high but realistic expectations and if used appropriately should raise levels of professionalism amongst staff.

In principle I agree however headteachers/teachers/officers will need consistent support and advice in ensuring that there is consistent interpretation/implementation of the descriptors.

Feedback from our pilot schools and schools during the consultation period shows that schools are very pleased to see that teachers are being given a greater responsibility for their own development and see this as a positive feature. The use of one set of standards for both teachers and leaders will further help practitioners see how they can make the most of opportunities to develop their careers and improve their practice.

Other

Unwaith eto mae dod â'r elfennau hyn at ei gilydd yn werthfawr ac o fudd i'r proffesiwn.

Welsh Government response:

We welcome the support expressed by the majority of respondents for coverage of the descriptors and this is consistent with the views expressed by many of the teachers and leaders who attended the consortium workshops during the consultation period.

We address the more widely expressed reservations below.

Respondents to the consultation were required to review the entire range of descriptors in order for them to respond to the consultation. Of necessity, this involved consideration of all the descriptors applying to Qualified Teacher Status (QTS), induction, sustained highly effective practice and the range of leadership descriptors.

We recognise how this could lead to a perception of a large volume of descriptors. However, this will not reflect the experience of teachers who will primarily engage with those standards which are directly applicable to their role. In every case the number of standards practitioners engage with are considerably less in the new model. For example, Newly Qualified Teachers (NQTs) are currently required to provide evidence against a range of 55 standards. Under the new arrangements they will work with 33 descriptors grouped under the five dimensions which will serve as the principal standards.

We expect teachers to engage selectively with aspects of the five dimensions to support the development of particular facets of their practice and to assist in identifying priorities for professional learning. We will make this expectation clear when the final standards are made available.

Rather than increase workload this should lead to a reduction, particularly in circumstances where previously the practice has been to routinely work with the full range of standards.

Other comments related to the clarity and focus of some descriptors. As a result we have made amendments to some descriptors and these are summarised in Annex 2. Some respondents expressed concern about the scope for differing interpretations of the descriptors. We believe that professional standards can be realised in different ways by different teachers and that this is a naturally occurring feature of effective teaching that supports successful learner outcomes.

We agree with respondents who drew attention to the importance of exemplar materials. We are exploring how exemplar materials can be gathered from schools, made available online and regularly refreshed using existing partnership arrangements.

The consultation document also made clear the intention for the standards to be subject to periodic review and minor amendment to ensure the standards remain fit for purpose. Although Pioneer Schools have trialled aspects of the new standards a more extended period in which teachers work with the new standards will reveal where further amendment is required.

Question 5 - Do you agree that the descriptors attached to each element support teachers and leaders to take responsibility for their career-long professional learning?

Agree	64%
Disagree	17%
Neither agree nor disagree	16%
Not answered	3%
Number of responses	90

Overview of responses:

The majority of respondents agreed the descriptors supported teachers and leaders to engage in meaningful professional learning that supported their professional growth. Whilst acknowledging this as a strength some respondents expressed concern about access to professional learning opportunities.

A small number of respondents cited availability of time and funding as barriers that may prevent teachers and leaders deriving full benefit from the role of the new standards in supporting career-long professional learning.

Specific comments included:

Schools and practitioners

The higher levels set clear aspirational standards and also provide opportunities to revisit and reflect on one's own current teaching, regardless of time spent in the profession.

The open-ended nature and wording of many of the descriptors allows these standards to continually evolve, as a teacher's career evolves.

The descriptors are useful as a self assessment tool, but don't necessarily support professional learning.

Yes, and I feel that this is an aspect that is currently very under developed.

Workforce unions

We are encouraged by this element, in that it can be too easy for experienced teachers and leaders to feel that they have no need for further development. The explicit nature of these

standards make it clear that all teachers and school leaders need constantly to continue their personal development and professional learning.

The key concern here is that teachers and school leaders have always been committed to the importance of professional development but they have not always had the time, resource or high quality provision to be able to access and pursue it.

Wrth gytuno'n llwyr â'r egwyddor hwn, ofnwn er mwyn iddo lwyddo, bod yn rhaid wrth newid diwylliant sylweddol. Mae'r adborth a dderbyniwn o ysgolion am brofiadau gyda'r safonau proffesiynol presennol yn tueddu i fod yn negyddol – bod gormod ohonynt a bod rhai'n eu defnyddio fel rhestr i'w chwblhau (tick list). Er mwyn osgoi hyn, credwn fod yn rhaid newid yr hinsawdd a'r diwylliant. Mae angen i bawb ddeall a derbyn natur a phwrpas y safonau arfaethedig a'r nod am eu defnydd.

Professional learning requires independent thought and development, which will not be stimulated if every single element of what has been perceived as being essential in teaching and leadership roles is dictated to teachers.

Initial Teacher Education providers

It shows them how to progress right from the very beginning of their career from QTS.

The emphasis on pedagogy, especially the expectation that pedagogy is continually developed and based on evidence and research, is a positive step and one we hope will be supported by the government.

Fundamental to the success of these descriptors supporting teachers and leaders to take responsibility for their career-long professional learning is clear guidance, training and support for all stakeholders.

Local authorities and Consortia

Feedback from our pilot schools and schools during the consultation period shows that schools are very pleased to see that teachers are being given a greater responsibility for their own development and see this as a positive feature. The use of one set of standards for both teachers and leaders will further help practitioners see how they can make the most of opportunities to develop their careers and improve their practice.

With only an initial starting point and a description of highly effective teaching, it is likely that some schools/individuals will produce a continuum to exemplify what progress could look like from the appropriate requirements at entry to the profession to highly effective teaching.

The new standards will be an excellent stimulus for informed discussion as part of the performance management process and will focus dialogue as practitioners take responsibility for their career long learning.

Yes – the clarity that the descriptors bring is to be welcomed. The evidence that is increasingly cited stresses the benefits of enhanced professional development and personal ownership of this is important to develop as we seek to create and maintain a cadre of resilient educational leaders.

National and Professional Bodies

The descriptors provide guidance and clarity of expectations. Used in conjunction with mentoring they will help to focus on what skills, ability and experience need to be developed to become 'highly effective'.

Council believes that any set of standards should be progressive. We therefore welcome the emphasis on developing professionals beyond the attainment of the Induction standard. This is common to many of the international standards frameworks, and we feel it is a good starting point to encourage the reflective and learning engaged teachers that Wales needs.

We agree that the five dimensions model is helpful for teachers and leaders to consider their professional development from a different perspective to that of the previous standards. This is helpful in supporting the implementation of Successful Futures. In a few places the language would benefit from further clarity.

We agree with the principle that the process of using the standards is more important than the product, and we support the notion that the standards should engender high quality professional dialogue.

Other

Mae hwn yn gryfder yn y ddogfen. Mae nodi sut mae athrawon i gael eu cefnogi yn gam da ymlaen ac yn hyrwyddo proffesiynoldeb.

There is more recognition of CPD in the new descriptors, however we must remember that not all teachers wish to become school-wide leaders. However enabling teachers to maintain up-to-date subject and educational knowledge is desirable.

Welsh Government response:

The Welsh Government is working with stakeholders and partners to develop a national approach to professional learning that better meets the needs of practitioners, schools and learners. We recognise that there are concerns about access to high quality professional learning opportunities and we will seek to identify strategies that make best use of available resources, including those within schools. However, this will need to be a responsibility shared by all stakeholders.

Question 6 - Do you agree that the leadership descriptors describe appropriately the leadership expectations on all teachers and for those who choose to move into formal leadership roles, up to and including headship?

Agree	64%
Disagree	11%
Neither agree nor disagree	20%
Not answered	4%
Number of responses	90

Overview of responses:

The majority of responses were positive and included outline support to the proposed descriptors for leadership. There was particular support for recognition of the leadership elements within the role of all teachers in relation to leading learning.

The majority of respondents also recognised the clear distinction between these aspects of leadership and those associated with formal, remunerated leadership roles. However, a small number of respondents felt there was a risk that the distinction could become blurred with a possible increase in workload for teachers being expected to assume elements of a formal leadership role without formal recognition or remuneration.

Some respondents felt that further clarity could be added to the requirements for formal leadership roles to recognise particular responsibilities.

Specific comments included:

Schools and practitioners

The connections are excellent - they show that all aspects of teaching are important in leadership which is refreshing - it helps to eliminate the sense of 'them and us'.

I disagree with the term 'corporate responsibility' as there is an implication of teaching/learning as a "product" which is "manufactured" at a "business". This contradicts the highly inclusive and personalised vision the WG set out earlier in the document.

I feel that as with the teaching standards the leadership standards are aspirational and give teachers who intend to pursue promotion to this level a sense of the expectations to achieve this.

Workforce unions

Given the demands of leadership, these descriptors may not, in fact, be exhaustive in all situations. Broader elements and fewer descriptors may, in practice, be therefore more effective in indicating what is required in leadership roles.

The NASUWT notes with concern that the current PTS, which identifies a need for teachers to manage and prioritise time effectively within their wider professional role, has not been replicated in the new standards.

Cytunwn fod y disgrifyddion yn rhoi disgrifiad priodol o ddisgwyliadau arweinyddol, er credwn y dylai cynllunio / paratoi gael ei gynnwys yma yn ogystal.

Yes, they are appropriate and make clear the on-going leadership journey.

Initial Teacher Education providers

Some teachers and ITE staff viewed the leadership descriptors as being rather vague and suggested that specific leadership requirements (e.g. NPQH) should be clearly referenced for those moving into formal leadership roles. However, all teachers, ITE staff and trainees involved in Yr Athrofa's consultation response agreed that Leadership at QTS level would mobilise trainees to contribute and formally 'give back' a range of approaches and skills to benefit schools.

Translation provided by the respondent: *Teimlwyd gan rai athrawon a staff AGA bod y disgrifyddion arweinyddiaeth yn lled amwys, ac awgrymwyd ganddynt y dylid cyfeirio yn glir at y gofynion arweinyddiaeth penodol (e.e. CPCP) ar gyfer y sawl sydd am symud i mewn i rolau arweinyddiaeth ffurfiol. Er gwaethaf hynny, cytunwyd gan yr holl athrawon, staff AGA a hyfforddeion a wnaeth gymryd rhan yn, ac ymateb i ymgynghoriad yr Athrofa, y byddai Arweinyddiaeth ar lefel SAC yn ysgogi athrawon i gyfrannu ac i 'roi yn ôl' yn ffurfiol amrywiaeth o ddulliau a sgiliau er lles ysgolion.*

The development of leadership across the three stages is clearly based on good practice and relevant research and the emphasis on leading learning at QTS level is most welcome.

We suggest that not all standards need to be addressed for QTS. For example, trainees will undoubtedly be aware of how teachers lead phases and departments but having to state this explicitly as a standard seems superfluous and should only be introduced at induction.

National and Professional Bodies

The emphasis on the self-improving school is apparent. This is welcomed, particularly the promotion of collaboration with all partners. It would be useful, however, to reference (for headteachers and aspiring headteachers) the accountability role and the relationship with the governing body.

The absence of a foundational section on core values and beliefs, subsequently developed, as in the current format, for education leadership in Wales, is problematic.

Mae'r trosolwg hwn yn ddefnyddiol ac yn gosod fframwaith i drafodaeth yn dibynnu ar rôl arweinyddol yr aelod o'r staff.

Local authorities and Consortia

Firm believer that all great teachers are great leaders of learning, and that this leadership should be recognised and celebrated.

The documentation does help establish/reiterate the leadership role of every practitioner and what is required in order to progress to more formal/senior leadership roles.

The increased emphasis on pedagogy in the leadership descriptors is a positive change from the previous leadership standards. These descriptors and expectations should fit with other models currently being used by schools for CPD and training.

We would again welcome the opportunity to re-evaluate the wording of some of the descriptors to ensure clarity and allow all leaders an opportunity to have a sense of ownership. Again it is important that the work of the new Leadership Academy supports this mindset and assists developments as we move forward.

Other

Need to ensure that all stakeholders are aware of this. There are some tensions at times between Responsibility, Leadership roles and TLR allocation.

Welsh Government response:

There is guidance in place on the implementation of matters relating to pay and conditions in respect of additional leadership responsibilities and the Welsh Government expects all schools to observe this guidance.

The new National Academy for Educational Leadership will play an important role in supporting the leadership development of those who wish to progress into formal leadership roles. This will include determining the future arrangements for the National Professional Qualification for Headship and how the professional standards for formal leadership will be used to support teachers to achieve the qualification.

We have considered comments relating to specific aspects of the formal leadership descriptors and made amendments to improve clarity which are included in Annex 2.

Question 7 – Do you agree that making the professional standards available online and through the Professional Learning Passport is the most appropriate means of enabling teachers and leaders to engage with the standards?

Agree	56%
Disagree	16%
Neither agree nor disagree	28%
Not answered	1%
Number of responses	90

The majority of respondents gave support to this proposal, particularly in relation to making the standards available online. This was widely seen as the best way to make the standards accessible, as well as promoting digital competence.

A small number of respondents did not support the use of the Professional Learning Passport (PLP) noting that this is voluntary and that they believe current take up, outside of NQTs, is low. Additionally, several respondents felt that an alternative to online access was necessary, both for convenience and to assist those with specific access requirements.

Some respondents raised concerns regarding the workload for teachers and felt that the number of standards/descriptors and the use of PLP could be seen as a burden for teachers.

A small number of respondents indicated that they felt training and briefings would be needed to promote the standards and encourage positive engagement.

Specific comments included:

Schools & Practitioners

The method of accessing is appropriate but the number of standards is unwieldy.

Seems fine, though like with the PTS, a booklet must be produced, and I would steer clear of making an over-simplified model.

It will make it more accessible but not necessarily lead to more teachers engaging with the standards. It will have to be integrated into the PM process and CPD frameworks to really make a difference.

The PLP has the potential to be very powerful - especially if it is available from ITE

With DCF [Digital Competence Framework] across the curriculum, it will provide opportunities for teachers to access and track expectations and achievements and also develop ICT skills.

Passports not widely used and are voluntary. We feel it will take time to embed although may have a benefit over a longer period of time. Teachers mid-career may be less likely to change.

I am concerned the Professional Learning Passport will act as a career-spanning burden for teachers - they should not have to constantly evidence their development for the satisfaction of someone else.

The practicalities of this will scupper the good intentions of these professional standards. Having to find the website, log in, search for what you need and being unable to see the structure of the standards is a significant hurdle. From my experience as an external mentor I often do not have time, hardware or internet connection to access such a website whilst I am speaking to the teachers I am mentoring.

Workforce Unions

As many people have access to online applications, it would seem to be one of the appropriate ways to present the document. However it should not be the only way to access the standards. As it stands, the document is rather lengthy and confusing. Some clearer guidance is needed.

The NASUWT reminds the Welsh Government that the use of the PLP is optional and voluntary for all teachers, subsequent to passing induction. The Union expects the professional standards for teachers to continue to be set out in the STPCD.

Just 7,400 teachers use PLP. A solely online approach isn't appropriate. Implementation of the standards should involve events, discussion where questions on workload and funding must be addressed.

National and Professional bodies

High quality continuing professional development is important for teachers throughout their careers and to this end, linking the standards to the Professional Learning Passport is a positive step. We would however advise that they are also made available in other formats that are easy and quick for teachers to access

In principle, yes, subject to appropriate resourcing. For some, mentoring and coaching will also be required

Welcome the proposal to incorporate the standards with the PLP

Beyond the PLP, we would ask the WG to consider ways of making the standards accessible to all, including, for example, people affected by sight loss or the partially sighted.

Local authorities and Consortia

Many teachers are unaware of the PLP and others feel that it is an extra burden of paperwork to fill in. I like the idea of the standards being available online but disagree that it should be linked with the PLP

I can see the benefit in making it a 'live' and fluid resource but have concerns that this format will cause some to engage less quickly due to technophobia or fear of lack of confidentiality, which would be a great shame

Effective use of ICT is the best way of enabling teachers to engage with the standards

Yes- it will help drive our aspiration to be a more IT literate workforce and using IT as a depository of evidence to support Performance Management and CPD

The combination of an effective framework alongside the professional learning passport provides a real opportunity for all teachers to develop their practice and ensure that it is captured contemporaneously. The importance of ensuring that all teachers recognise the value of the PLP cannot be underestimated. Its use to record the progression through induction will help those new to the profession but perhaps thought should be given to existing teachers

We believe that the use of digital technology will be highly important in allowing practitioners to access the standards. There is a clear need for the standards to link in with EWC [Education Workforce Council] so that processes can be simplified and avoid repetition of tasks and avoid increased workload. It is vital that the final online tool is user friendly and easily accessible

Initial Teacher Education Providers

The prospect of accessing on-line, web-based material was welcomed by all and viewed as an appropriate means of engaging the profession. It was suggested that some practitioners and trainees would also value a pdf format for ease of reading

Translation provided by respondent. Croesawyd gan bawb y posibilrwydd o gyrchu ar-lein deunydd a geir ar y we, a theimlwyd bod hon yn ffordd briodol o ennyn diddordeb y proffesiwn. Awgrymwyd y byddai rhai ymarferwyr a hyfforddeion yn gwerthfawrogi fformat pdf er mwyn hwyluso darllen.

Yes, but time and high quality training, support, guidance and resources are vital in empowering teachers and leaders to not only engage with but also take ownership of and meaningfully embrace the standards. Without this, the desired effects will be lost and impact will be, at best, extremely variable as schools and stakeholders will interpret standards and evidence differently

This is certainly a forward step as it will enable continuity and progression from QTS to Leadership as well as supporting those who move schools frequently, especially teachers who start their careers with supply agencies. It will also enable the use and development of

high quality exemplification materials, thus ensuring that the original intentions of the standards are not diluted or distorted

Others

The system should be the one that works the best for that individual teacher. As long as teachers are not isolated by technology and there is ample opportunity/encouragement for joint working, reaching as broad an audience as possible is only a good thing

Welsh Government response:

We welcome the support expressed by the majority of respondents for making the standards available online and the agreement that this will make them most accessible to users. The standards themselves will be hosted on the WG/Learning Wales website in an interactive format which will allow individuals to choose how they navigate them. They will also be available within the PLP on the Education Workforce Council website to support teachers to reflect on their practice and to identify further professional learning needs. Beyond induction teachers will be able to choose how to make best use of this function within the PLP

Concerns related to the number of descriptors and implications for workload have been addressed in our response to question 4.

Due consideration will be given to ensuring that both the interactive platform and the PLP are accessible for those with specific access requirements. Consideration will also be given to whether alternative formats are necessary and how these may be made available in a way which reflects the intended way of working.

Question 8 – Do you agree that the approaches recommended for working with the standards will have greatest impact on professional practice?

Agree	44%
Disagree	18%
Neither agree nor disagree	36%
Not answered	2%
Number of responses	90

The largest proportion of respondents agreed that the approaches recommended for working with the standards would have the greatest impact on professional practice. There was general support for use of the standards as a backdrop to performance management discussions but not in the form of an annual checklist. However, there was some scepticism as to whether this would happen in practice.

As reported in the responses to previous questions some respondents felt that the number of descriptors was too high and raised concerns regarding the workload implications of recording evidence against these.

A few comments suggested that respondents felt practitioners will need additional time and resources to properly engage with the standards and a number stated ongoing support, guidance and training would be required in order for the standards to have an impact.

Respondents indicated that they believe the impact of the standards will be dependent on the mind-set of individual practitioners, the ethos of individual schools and their willingness to adapt to the change in culture that the standards evoke.

Specific comments included:

Schools and Practitioners

Very ambitious indeed and will require a substantial shift in mind set for the profession. If teachers are won over the standards can have a significant impact on professional practice.

As long as senior leaders are strong.

Teachers need to use as part of self-evaluation and reflection and in line with PM not just an end of year review for pay enhancement.

The most appropriate way of increasing the quality of teaching in Wales will be to allow teachers the time to teach, plan and work in effective learning communities.

Again far too many too descriptive system is in danger with shifts in the system of becoming obsolete very quickly, result revision and change.

I like the idea but am concerned these approaches will become a career-spanning burden for teachers who constantly have to evidence their development for the satisfaction of managers.

I do fear that there will be less scope to tailor standards to an individual's needs, and I hope that they do not become considered a 'binding contract' to which each teacher must prove the existence of every single descriptor (highly wasteful of time resource).

The suggested approaches to using the standards are great, they have the potential to be used in a way that would mirror the most successful school systems in the world where professional development and mentoring are an integral part of every teacher's role. However, this can only happen if staff are given the time and resources to accomplish this.

Workforce Unions

The proposals for how the standards should be utilised and how they can be effective are right, and well intentioned. We simply reflect again on if this will work in practice given the depth of detail that any individual will need to work through in order to satisfy themselves and others that they are fully encapsulating the required standards. Here is simply too much uncertainty with the new standards.

We do welcome the clarity that standards should not be the sole requirement for performance management and this will, in part, help mitigate some of the concern about capturing each and every element at all times. That they are not supposed to act as a checklist will be a positive thing.

Just because certain approaches for working with the standards are recommended, does not mean that the standards will be approached in this way in schools. Therefore, it is hard to say what the real impact on professional practice will be.

We agree that personal reflection and supportive collaboration are positive approaches to professional practice and development. However, we have grave concerns that, in reality, the standards will be used in some schools as a performance management tool or support in implementing capability proceedings. Whilst we understand that the guidance states (at page 12) that, "it will not be appropriate to use the standards...as an annual checklist of competence or professional growth", the standards have been explicitly linked to performance management, so this consequence remains a distinct possibility

Credwn fod yn rhaid sicrhau nad yw'r Safonau Proffesiynol yn cael eu defnyddio fel arf i fesur perfformiad. Rhaid gwneud yn hollol glir sut y dylid defnyddio'r Safonau, rhaid gochel na ddefnyddir y safonau'n 'incremental'. O ganlyniad rhaid sicrhau hyfforddiant addas ar gyfer ymarferwyr ac arweinwyr fel nad oes unrhyw gamddefnydd. O'u defnyddio'n gywir cytunwn y bydd y dulliau a argymhellir ar gyfer gweithio gyda'r safonau yn cael y dylanwad mwyaf ar arferion proffesiynol.

Until workload is addressed, the profession will struggle to embrace the new with any degree of energy and optimism.

They have great potential.

National and Professional bodies

We have very significant reservations about the practicalities of addressing all 32 elements. Trainee teachers on demanding courses need a balance between understanding and achieving the standards of good practice, and building portfolios of evidence for so many elements

Much will depend on the ethos of the school the teacher is in. Where there is an environment of 'devolved leadership' and a willingness by leaders to cultivate creativity and innovation, teachers' growth in confidence and progress will be much faster.

Local Authorities and Consortia

Capacity and means to allow staff to work with the standards is vital and that will have impact.

Yes – we will need a piece of work to ensure that School Governors are also aware of them and how they can be used for staff development and recruitment.

The recommendations are welcomed. However, there are concerns around the implementation and the shift in culture required.

Ongoing support and training will still need to be provided in order to achieve the required impact on professional practice.

The plan that they are there to support teachers and leaders is key. However, we must ensure that there are mechanisms in place to support schools to performance manage staff

well. Leaders will need tools to support them to challenge underperformance. If the standards cannot be used for this, something will need to be developed.

The arrangements set out in the approaches part of the consultation recognise a range of different settings and methods of deployment and usage – these will have a positive impact on professional practice.

The approaches discussed in the consultation offer a range of sound practices to use the standards effectively. Groups of colleagues meeting to discuss and focus on descriptors could allow a high quality professional dialogue although we recognise that practitioners will need to be allowed quality time to do this and we would encourage discussion on how schools can be supported to facilitate these approaches.

ITE Providers

The quality of the conversations with mentors/line managers will be determined by the quality of guidance, training and support. Time is also needed for teachers and all stakeholders to engage with and take ownership of the new standards.

There is a consensus that a shared, collaborative approach to professional progress and development is wholly appropriate for the systemic changes taking place in education. The rationale and spirit in which the standards are rooted is recognised and appreciated by staff, trainees and ITE staff. However, there is concern that in schools, the new curriculum will take priority over teachers' professional development.

Translation provided by the respondent: Y mae consensws bod ymagwedd gydweithredol a rennir at gynnydd a datblygiad proffesiynol yn hollol briodol ar gyfer y newidiadau systemig sy'n digwydd ym myd addysg. Cydnabyddir a gwerthfawrogir gan staff, hyfforddeion a staff AGA y rhesymwaith a'r ysbryd sy'n wraidd i'r safonau. Ond er hyn, mae rhai yn pryderu y gwnaiff y cwricwlwm newydd gymryd blaenoriaeth dros ddatblygiad proffesiynol athrawon mewn ysgolion.

We welcome the very positive direction of travel set out by the recommended approaches. The content, spirit and tone of the approaches recommended are strongly aligned with other areas of on-going reform.

Other

Pioneer schools have obviously been working hard; time is needed now to share and become familiar with effective practice. We have heard the approach is more one of exploration than purely implementation – for this to be effective we need to create a national environment that is truly collegiate and allows for mature evaluation and discussion.

Welsh Government response

Whilst we note the substantial support for the approaches recommended we note the reservations held by some respondents.

In relation to the use of the new standards within performance management there is already an expectation that they should be used as a backdrop and not as a checklist. The consultation document makes clear that this expectation remains and that there should be selective and purposeful engagement with the standards to support identified professional learning needs.

We expect all teachers, leaders and other stakeholders to support and enact the spirit in which the new standards have been developed by the profession and for their intended role as stimulus for professional dialogue and growth and not as a punitive tool.

As the use of the new standards increases more examples of how they are being used effectively will be generated and made available.

Question 9 – Do you consider the proposed timescale and the arrangements for moving the new standards to be realistic?

Agree	46%
Disagree	32%
Neither agree nor disagree	21%
Not answered	1%
Number of responses	90

Almost half of respondents agreed with the proposed timescale for introduction of the standards, with a small number keen for them to be introduced for all teachers as soon as possible.

The timescale for introduction for NQTs was recognised as challenging, but most of those who commented accepted the rationale for this proposal. Concerns were expressed as to whether this allowed sufficient time for schools and mentors to prepare for the changes. A few respondents felt that significant training will be required for those moving to the new standards.

Several respondents referred to the relationship between the standards and the new curriculum, with some suggesting that the curriculum should be implemented before, or alongside the new standard.

Specific comments included:

Schools & Practitioners

The new curriculum needs to come in before professional standards are changed. We need to see if one initiative is effective before piling more on.

With changes to the curriculum, these new arrangements need to be developed and implemented alongside.

Difficult to say because the standards are intimately tied to the new curriculum, and there is very little specific advice on what the new curriculum will look like.

It is important that these are rolled out as soon as possible. It is almost a shame that it does not commence with ITE but I realise why this is not possible.

For schools with NQTs in September 2017, it would be confusing to operate two sets of standards and increase the workload of teachers who carry out reviews, Performance Management etc. Therefore, it would make sense to move to the new standards in

September. The time frame of publishing in the summer affords little time for familiarisation before implementation.

As a school we are happy to integrate them from September 2017.

Some head teachers will be ensuring that members of staff implement this immediately even if it is not the correct time for that personal member of staff.

If you want the standards to have an impact there has to be opportunity for teachers to explore and reflect on them. There is simply no opportunity for this to occur with current workloads for the existing things we have to do.

Yes, but forums/ meetings to share examples of how schools/ individuals have implemented aspects of the vision would be very useful.

At present we have a good online system, linked to the PLP on the EWC website, which has worked very well since 2014 in identifying whether NQTs have met the standards at the end of induction. This online system will need to be replaced completely before the beginning of September and training support will need to be provided for all External Mentors and School Based Mentors in how to use this system. Will there be reassurance that both the website and training requirements will be completed before the end of the summer term in July so that we are ready to assess new NQTs against the new standards when they commence induction in September 2017?

Teaching and Support Staff Unions

Without a clear list of standards that will apply we cannot agree that the timescales for implementation are realistic. Further, even if that were the case, we calculate that post consultation there will only be 35 working days available for schools to receive, digest and plan said implementation. That is much too short a time period.

Mae'r amserlen arfaethedig yn ymarferol cyn belled â bod hyfforddiant digonol yn gallu cael ei drefnu o fewn yr amser. Mae'r Safonau Proffesiynol yn un o lawer o newidiadau sy'n wynebu'r gweithlu addysg yng Nghymru ar y funud. Dylid cofio hyn wrth drafod amserlenni a'u hymarferoldeb.

There seems to be very little time to make preparations for incorporating the new standards into curriculum planning for 2017/18, or into current new accreditation proposals which need to be submitted to the EWC by 1st December 2017.

The timescale for NQTs commencing induction on 1 September 2017 does not provide sufficient time for the regional consortia to have the appropriate support in place.

Any PM cycle set against the backdrop of the PTS must run its full course before the new standards are applied.

National & Professional Bodies

Teachers will need support to help them meet the new standards, especially those relating to cross-curricular teaching. Secondary teachers in particular are likely to find this novel way of working challenging. It is important that at secondary level, the new curriculum is not introduced until teachers have had the opportunity to acquire the new skills they will need in

pedagogy, assessment and cross-curricular teaching. We therefore recommend phased implementation of the new standards and the new curriculum, to allow time for this to happen.

In general, we consider the proposed timeline to be realistic although the timeline for ITE providers may be challenging.

Local Authorities & Consortia

Would like to think that all practitioners will move to using the new standards gladly as soon as current PM cycle concludes.

If it is decided to keep to the start date of September 2017 there needs to be a guarantee in place that the Standards are available in bilingual form, the EWC on-line tool is updated, support materials are available and that CEP are updated by the first working day of the year.

I can see no issues and setting challenging but achievable timescales appropriate.

The timescale will be challenging but necessary as the new standards are much improved. Support and/or training for schools will be needed to ensure consistency in interpretation.

However, it would be more beneficial to include all teachers with the standards from the outset.

The proposed move to newly qualified teachers in September 2017 is not realistic and would put considerable pressure on the appropriate body and schools in consideration of school based mentors and external mentors. However, a year to plan and upskill schools would be appropriate.

Initial Teacher Education Providers

The intention for NQTs to start using the new standards in September 2017 is somewhat adventurous and will only succeed if rigorous training is provided for mentors. Giving ITE providers the invitation to consider working with the new standards from September 2018 is welcomed but would not be appropriate to be made mandatory for all programmes across Wales.

Translation provided by the respondent: Mae'r bwriad bod athrawon newydd gymhwyso yn dechrau defnyddio'r safonau newydd ym mis Medi 2017 braidd yn uchelgeisiol, a gwnaiff lwyddo dim ond os caiff hyfforddiant trwyadl ei ddarparu ar gyfer mentoriaid. Croesewir gwahodd darparwyr AGA i ystyried gweithio gyda'r safonau newydd o Fedi 2018, ond ni fyddai'n briodol bod y safonau hyn i gyd yn orfodol ar gyfer pob rhaglen ar draws Cymru gyfan.

We agree with introducing the new standards in line with the new ITET programmes in September 2019. We would welcome the opportunity to trial the assessment of the new standards with small existing ITET courses such as the GTP. This would enable us to trial and develop effective models and modes of assessment in partnership with schools before having to implement them across the whole centre.

Other

I think more time is needed for them to tie into the new curriculum.

Angen peidio rhuthro newidiadau heb yr arweiniad, yr amser a'r gefnogaeth i athrawon.

Welsh Government response:

Whilst welcoming the enthusiasm for the proposed timescale from some respondents we recognise there are logistical challenges that will need to be met to introduce the standards for those commencing induction on or after 1 September 2017. However, on balance, we believe the benefits to NQTs, the wider school sector and ultimately learners outweigh the risks. The proposed timescale for NQTs will therefore be implemented as proposed, with the new standards becoming formally applicable to those commencing induction on or after 1 September 2017.

We will continue to work with consortia to explore what is required to provide effective support to NQTs and to their mentors.

For all other teachers the consultation proposed that the 2017/18 academic year be available to start to engage with the new standards in advance of them becoming mandatory from 1 September 2018. The consultation also proposed that individual teachers are able to decide at what point during the year they move to the standards. We believe this gives sufficient time and flexibility for teachers to build confidence and familiarity with the standards and to have personal control over the transition. Teachers may therefore choose how this should align with their performance management cycle.

Some respondents proposed that the curriculum should be introduced before the new standards or alongside the new standards. We do not believe this would be beneficial to teachers who would be faced with significant change during a short period of time. Introducing the new standards beforehand is intended to support teachers to prepare for their role in the new curriculum.

The timescale will therefore be implemented as proposed in the consultation.

In relation to the introduction of the new standards for the ITE we will work with the ITE sector to explore the potential for moving to the new standards from September 2018, in advance of them being formally applicable from September 2019. Should this option be adopted we would expect that all ITE providers would move to the new standards at the same time.

Question 10 – We would like to know your views on the effects that the proposed new professional standards would have on the Welsh language, specifically on: i) opportunities for people to use Welsh ii) treating the Welsh language no less favourably than the English language. What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Answered	62%
Not answered	38%

Question 11 – Please also explain how you believe the proposed standards could be formulated or changed so as to have: i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh

language no less favourably than the English language ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Answered	47%
Not answered	53%

These two questions sought views on implications for the Welsh language. This analysis addresses both questions as responses provided were similar.

Overview of responses:

Of those that responded to the questions, most felt that the emphasis on the Welsh language in the standards will have a positive effect on the language, whilst some stated that the standards will have little or no effect on the language.

In order for there to be a positive impact, respondents suggested that appropriate funding, training and time for teachers was required, with others requesting expectations for teachers in terms of Welsh language to be clearly defined.

Specific comments included:

Schools and practitioners

I agree that the proposed new professional standards will have a positive effect on the Welsh language but there needs to be an exemplification of what is expected for both primary and secondary teachers.

I believe there are ample opportunities for people to learn and use Welsh in schools. The Welsh language and the Welsh culture is an established part of our classrooms so can only benefit from this reflective approach

*I don't think the standards will have any effect on the Welsh language
Dwi ddim yn hollol siwr o hyn. Dibynnu ar sawl ffactor ond hoffwn i feddwl y bydde fe.*

Workforce unions

*Hyderwn y bydd y safonau proffesiynol ynghyd â'r polisi Miliwn o Siaradwyr Cymraeg yn ysgogi llawer mwy o weithwyr yn y sector addysg i ddysgu'r Gymraeg. Mae cyfle yma i normaleiddio'r Gymraeg a chreu gwlad naturiol ddwyieithog.
Both resource and opportunity for Welsh language development will be required in order to realise positive outcomes and mitigate any negative effects..*

The wording of the standard should include 'expectation and commitment to support the accountability of teachers' development of proficiency in the speaking and teaching of Welsh.

National and Professional Bodies

... the descriptors are not clear enough in terms of the Welsh language....

Local authorities and consortia

... there must be investment in support services in local authorities or regional consortia to provide high quality language training to develop individuals' language skills and to develop their skills in teaching Welsh as a second language to pupils, particularly in the primary phase ...

The standards should ensure all NQTs, existing teachers and leaders have every opportunity to use Welsh and that the language is treated equally with any other language. Increasing the emphasis on developing the use of Welsh is to be welcomed.

Initial Teacher Education providers

Greater definitive emphasis is needed to ensure that the use of Welsh is maximised for every school, teacher and learner, regardless of linguistic background.

Translation provided by the respondent: Mae angen mwy o bwyslais diffiniedig er mwyn sicrhau bod y Gymraeg yn cael ei defnyddio i'r eithaf ym mhob ysgol a gan bob athro a dysgwr, pa beth bynnag yw eu cefndir ieithyddol.

There needs to be much more explicit guidance and detail around how Welsh language should be delivered in subjects other than Welsh, in both primary and secondary schools, and how this could look. This clearer guidance, with particular focus on extending the use of effective pedagogy, would have greater impact on teachers and learners in schools across Wales.

Only one strand has been added in reference to use of the Welsh language. This runs the risk of seeming like a 'bolt on' and alienating Welsh speakers.

Other

Possibly a CPD programme to develop Welsh in second language schools for teaching staff - or offer discounted/free online Welsh courses for teachers.

Every teacher/leader in Wales should be able to demonstrate how they contribute to the Welsh language in schools and how they provide for opportunities for their learners in Welsh.

Welsh Government response:

The new model of professional standards gives prominence to the Welsh language by embedding it within the overarching values and dispositions. There is an expectation that all teachers incrementally develop their skills in the Welsh language. We do not believe that it is desirable at this point to specify levels of competence or the rate of progress as this will be relative to existing skills and the context in which the teacher works.

There exists a range of opportunities and methods to extend language skills and these are likely to increase over time.

We recognise the importance of exemplar materials being readily available to illustrate how the Welsh language can be used effectively within the classroom. We are currently exploring how exemplars and best practice from schools and consortia, can be made available online and regularly updated.

Question 12 –We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Answered	52%
Not answered	48%

Overview of responses:

A range of views were offered by those who responded to this question.

Specific comments included:

Schools and practitioners

How will progress against the standards be tracked?

I believe assessment for learning needs to run through the standards.

Workload issues to create time and energy for professional learning must be considered.

Workforce unions

It is vital that, if they are to be adopted successfully, there is adequate provision for a strong PR campaign and resources for training at both consortium and individual school level.

National and professional bodies

The Information Commissioner is pleased to see that corporate responsibility is an element of the proposed standards. It is not clear from the consultation exactly what this element will include and the Information Commissioner would like to take this opportunity to emphasise the importance of increasing knowledge and skills for information governance across the teaching profession, and particularly with teachers in leadership roles.

The Council considers it essential that high quality exemplification is prepared to help practitioners to use the standards.

Local authorities and consortia

Short term supply teachers will find it harder than NQTs in a school to complete the process as in reality they do not have the same opportunities and support that teachers undertaking the process in a school have.

Initial Teacher Education Providers:

Other areas which seem to lack a presence are.....Child development.....

Classroom management (as well as behaviour management) should be included as these are two separate aspects of management

Teacher well-being should be referenced and could be incorporated into the leadership dimension.

Translation provided by respondent: Dylid cyfeirio at lesiant athrawon ac efallai ei ymgorffori yn y dimensiwn arweinyddiaeth

Although we are happy that the FE standards will take a different approach; one that reflects the diversity of the provision and the students in the sector; we are disappointed that there was not the will to amend the teacher's professional standards to ensure that there was a better match between the standards in the schools and the FE sector. It is a missed opportunity to promote teaching staff in compulsory education and those in post-16 education and training, as being part of the same workforce

There needs to be integration with/access to the Professional Learning Passport to host evidence gathered in the QTS year

Translation provided by respondent: Mae angen integreiddio / cael mynediad at y Pasbort Dysgu Proffesiynol er mwyn cyflwyno'r dystiolaeth a gasglwyd yn ystod y flwyddyn SAC...

Other

Braf gweld fod y cysylltiad rhwng ymchwil ac addysgu yn cael ei gefnogi a'i hybu yma a bod dilyniant proffesiynol yn cael sylw haeddiannol.

We must encourage teachers to see young people as change makers and embed this understanding into the professional standards in Wales.

Safeguarding needs to be explicit.

"Real life, authentic' contexts need to include ones that address the huge issues that will face young people. This needs to be approached in a way that enables them to develop positive visions of the future and start to take action themselves.

The references in innovation to a 'long-term vision for Wales' need to include something more specific on learning about the impacts of climate change, depletion of resources, threats to biodiversity and increased inequality.

Welsh Government response:

Many of the issues raised have been addressed in responses to earlier questions. We note the comments that have been made and will consider these as we prepare the standards for publication and as we work with stakeholders to support their introduction in schools. We will ensure that practitioners and other stakeholders are kept regularly informed of progress with the new standards and the timescale for implementation.

Next steps

The actions that the Welsh Government will undertake to support the introduction of the new standards have been stated, where applicable, in its responses to each question. In particular, we will:

- Work with consortia to ensure appropriate provision is in place to support NQTs working to the new standards from 1 September.
- Continue to work with partners and stakeholders to support the introduction of the new standards
- Develop improved online format(s) to improve accessibility to the new standards
- Work with the EWC to embed the standards in the PLP to support personal reflection and planning
- Gather and make available exemplar materials to support the use of the new standards

Annex 1: List of respondents

Angharad Crompton
Angus Ferraro
ASCL
Ashoka UK
A Thomas
ATL Cymru
Cardiff County Council
Caroline Swann
Catholic Education Service
Central South Consortium
Centre for Alternative Technology
Challenge & Curriculum Advisory Team, Swansea LA, ERW
Chris Parry
ERW region
Estyn
EWC
Field Studies Council
Fitzalan High School
G W Davies
Geographical Association
Geraint Bevan
Governors Wales
GwE Regional Consortia
Hayley Blackwell
Merthyr Tydfil County Borough Council
Michael Walsh
NAHT Cymru
NASUWT
North and Mid Wales Centre of Teacher Education
NUT Cymru
Presbyterian Church and the Free Church Council in Wales
Rolfe Clarke
School of Education, Early Years & Social Work - University of South Wales
Sian Rowles
Stonewall
Teach First Cymru
UCAC
UCU
Vale of Glamorgan LA
Voice Cymru
Yr Athrofa, University of Wales Trinity St David

Annex 2: Summary of amendments

Following the review of the consultation responses some immediate changes have been made to the descriptors that sit within each of the five dimensions and these are shown below against the original text. All other descriptors remain as set out in the guidance document that accompanied the consultation and this can be found at:

<https://consultations.gov.wales/consultations/new-professional-standards-teaching-and-leadership> .

This information is being made available now in order to provide the earliest possible confirmation of the final descriptors. A full version of the new standards will be made available in readiness for schools to use from September.

Dimension/element/level	Original consultation version	Amended version
TEACHING		
Pedagogy - Managing the learning environment		
Induction	Organisation of learners and colleagues, routines and resources is focussed on learning habits and behaviours that meet the four purposes and are understood by learners in that context.	Organisation of learners and colleagues, routines and resources is focussed on building learning habits and behaviours that meet the four purposes and are understood by learners in that context
Highly effective	Learners articulate the way that their own organisational skills are developing to ensure they take growing responsibility for their own learning.	Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning.
Pedagogy - Assessment		
Induction	Assessment is used effectively to pinpoint learning needs.	Assessment is used effectively to pinpoint learning needs for all learners.
Pedagogy - Differentiation		
Highly effective	Differentiation is highly sophisticated to the point where learners recognise why they need to be extended or supported and participate in the planning.	Differentiation is highly sophisticated to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.

Dimension/element/level	Original consultation version	Amended version
Pedagogy – Recording and reporting		
Induction	Records and reports accurately describe the progress made by learners, key learning needs and outline important next steps.	Records and reports accurately describe the progress made by learners, identify key learning needs and outline important next steps.
Pedagogy - Involving partners in learning		
QTS	The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes.	The importance of positive involvement of parent/carers and other partners is understood and opportunities are taken to observe and evaluate processes.
Induction	Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes.	Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum .
Highly effective	Parents and carers are given strong support in helping their child develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the drive to build authentic experience as a natural part of learning.	Parents and carers are given strong support in helping their children develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the commitment to build authentic experience as a natural part of learning.
Pedagogy – The four purposes for learners		
Induction	There is clear evidence of sustained embedding of the four purposes for learners.	There are clear examples of sustained embedding of the four purposes for learners.
Highly effective	The way that the four purposes have been embedded, developed and extended is clearly articulated, with pedagogic evidence made available to colleagues.	The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes articulated to colleagues.
Pedagogy - Exploiting subject disciplines in areas of learning		

Dimension/element/level	Original consultation version	Amended version
Highly effective	Planned learning exploits the disciplined approach to subject content within real-life applications across the four purposes.	Planned learning exploits subject disciplines using real-life applications across the four purposes.
Pedagogy – Blended learning experiences		
QTS	The teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners	The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner .
Pedagogy – Real life authentic contexts		
Induction	There is evidence of real life, authentic contexts for learning being provided as a natural part of the learning experience.	There are examples of real life, authentic contexts for learning being provided as a natural part of the learning experience.
Pedagogy – Progression in learning		
Highly effective	Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning within the four purposes.	Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning across the four purposes.
Pedagogy – Challenge and expectations		
Induction	The teacher communicates appropriate levels of challenge and expectations of their learners which are reflected in the quality and achievement in their learning.	The teacher communicates appropriate levels of challenge and expectations of learners which are reflected in the quality and achievement in their learning
Highly effective	Learners relish the opportunity to extend themselves and exploit previous skills whilst developing new ones.	Learners relish the opportunity to extend themselves and exploit previous skills whilst seeking to develop new ones.
Pedagogy – Learners leading learning		

Dimension/element/level	Original consultation version	Amended version
Induction	Learners are encouraged to suggest ways in which learning can be further developed or interpreted.	Learners are encouraged to suggest ways in which learning can be further developed, interpreted or extended .
Highly effective	Learners take an active role in managing their own learning agenda with self-initiated and determined activity helping them to set their own high expectations.	Learners take an active role in managing their own learning agenda with self-initiated and self-determined activity helping them to set their own high expectations.
Pedagogy – Reflection	Reflection	Reflection on learning
QTS	In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning.	In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.
Highly effective	Evaluation of learning looks at all aspects; the products, quality, development of learning, aspects avoided, and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner.	Evaluation of learning looks at all aspects; the products, quality, development of learning and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner.
Pedagogy - Learning outcomes and well-being		
Highly effective	Learners are enabled to understand how their focus upon personal well-being and their drive for appropriate outcome, medium and quality has impact in terms of usefulness for the purpose and audience.	Learners are enabled to understand how their focus upon personal well-being and their commitment for appropriate medium, outcome and quality have impact in terms of usefulness for the purpose and audience.
Collaboration - Working with in-school colleagues		
Induction	The teacher works alongside other colleagues to build teaching expertise for the benefit of learners and seeks opportunities to strengthen collaboration.	The teacher works alongside other colleagues to build expertise for the benefit of learners and seeks opportunities to strengthen collaboration.
Professional learning - Wider reading and research findings		

Dimension/element/level	Original consultation version	Amended version
QTS	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
Induction	The teacher makes reasoned decisions in terms of their pedagogy based upon relevant reading and research findings.	The teacher makes reasoned pedagogic decisions based upon relevant reading and research findings.
Professional learning - Professional networks and communities		
QTS	The teacher engages in small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.	The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.
Highly effective	There is evidence of an active role in the wider education community with contributions to journals, conferences or learning communities.	The teacher takes an active role in the wider education community with contributions to journals, conferences or learning communities.
Professional learning - Continuing professional learning		
QTS	The Professional Learning Passport influences the ongoing learning of the teacher and is developmental in prompting further professional growth.	The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.
Highly effective	Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to lead development for colleagues within and beyond the school.	Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school.
Professional learning – Welsh language skills		
Induction	There is a commitment to incremental development of personal skills in the use of the	There is a personal commitment to incremental development of skills in the use of the Welsh

Dimension/element/level	Original consultation version	Amended version
	Welsh language.	language.
Leadership - Taking responsibility for self		
QTS	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
Highly effective	Personal professional responsibility includes the sustained development of excellent practices across the professional standards.	Personal professional responsibility includes the sustained development of highly effective practices across the professional standards.
Leadership – Exercising corporate responsibility		
QTS	Contractual, pastoral, legal and professional responsibilities are known and understood by the teacher.	Contractual, pastoral, health and safety , legal and professional responsibilities are known and understood by the teacher.
Induction	The teacher contributes to the aims and development of the school by demonstrating compliance with agreed policies and is prepared to seek advice where necessary.	The teacher contributes to the aims and development of the school by consistently demonstrating compliance with agreed policies and is prepared to seek advice where necessary.
Leadership – Leading colleagues, projects and programmes		
QTS	The teacher’s understanding of, and commitment to, leading learning is demonstrated through collaborative placement experiences.	The teacher’s understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.
Induction	The teacher uses qualities of own professional practice to positively influence the practice of others.	The teacher uses qualities of personal professional practice to positively influence the practice of others.
Leadership – Leading departments and phases	Leading departments and phases	Supporting formal leadership roles
QTS	The teacher demonstrates an understanding of the nature of responsibilities within and across teams	The teacher demonstrates an understanding of the nature of responsibilities within and across teams and

Dimension/element/level	Original consultation version	Amended version
	and of the contributions individuals make towards the successful fulfilment of the school's vision.	of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.
FORMAL LEADERSHIP ROLES		
Pedagogy - Ensuring that strategy and infrastructure are fit for purpose		
Highly effective	The strategy is shared, challenged and communicated at all levels and to align infrastructure arrangements to purpose and outcome.	The strategy is shared, challenged and communicated at all levels to align infrastructure arrangements with purpose and outcome.
Pedagogy - Advancing pedagogic approaches		
Highly effective	A range of pedagogic approaches from a range of sources is regularly considered with a view to potential effectiveness and application.	A range of pedagogic approaches from a range of sources is regularly considered with a view to potential effective implementation.
Pedagogy - Exploiting subject disciplines in areas of learning		
New formal leadership role	Leadership enables the development of the four purposes for learning through supporting planning and emphasising the disciplines of different subjects in context, to secure highly effective teaching.	Leadership enables the development of the four purposes for learning by supporting planning and emphasising the disciplines of different subjects in context to secure highly effective teaching.
Pedagogy - Using cross-curricular themes		
Highly effective	Leadership plans for and ensures that the use of cross-curricular themes is routinely employed. The range exploits complex learning which is made explicit through effective reflection on learning.	Leadership plans for and ensures that the use of cross-curricular themes is routinely employed. The range of themes exploits complex learning which is made explicit through effective reflection on learning.
Pedagogy - Accepting accountability for outcomes and learner well-being		
Highly effective	Leadership promotes collaboration with all partners, especially less successful schools and	Leadership promotes collaboration with all partners, especially with other schools, phases or departments

Dimension/element/level	Original consultation version	Amended version
	accepts professional responsibility for supporting and enabling the success of others.	and accepts professional responsibility for supporting and enabling the success of others.
Collaboration - Engaging with the widest school community		
New formal leadership role	Effective and open relationships are built and sustained with parents/carers and the widest local community that actively and positively engage partners with learners' experience and progress.	Effective and open relationships are built and sustained with parents and carers and the widest local community that actively and positively engage partners with learners' experience and progress.
Professional learning - Professional networks and communities		
Highly effective	The school plays an active role in the widest education community with planned contributions to journals, conferences or learning communities on the part of teachers and other staff, learners, and leaders.	Leadership ensures that the school plays an active role in the widest education community with planned contributions to journals, conferences or learning communities on the part of all in the community, including learners.
Professional learning – Supporting growth in others		
Highly effective	Leadership enables all staff to become the best they can be, recognising and realising potential in a bilingual learning context.	Leadership enables all staff to become the best they can be, recognising and realising potential in all learning contexts.
Innovation - Developing new techniques		
New formal leadership role	A whole school long-term programme of evidence-based, structured innovation is in place to meet challenges, manage change and take learning forward effectively to improve outcomes.	An organisational long-term programme of evidence-based, structured innovation is in place to meet challenges, manage change and take learning forward effectively to improve outcomes.
Innovation - Seeking and extending best practice		
New formal leadership role	Leadership ensures that the expertise and experience of the school is continually developed and shared across the school and beyond.	Leadership ensures that the expertise and experience are continually developed and shared within and across the school and beyond.

Dimension/element/level	Original consultation version	Amended version
Leadership – Empowering others		
New formal leadership role	Leadership identifies and promotes highly effective practice based on the four purposes at school, local and national level. Leadership is evident as an integral part of teaching involving the example, support, guidance and demand necessary to achieve required outcomes. It takes account of the experience of other colleagues, the challenges they face and encourages them to flourish	Leadership takes account of the experience of other colleagues, the challenges they face and encourages them to flourish.
Leadership –Delegation and empowerment		
Highly effective	Leadership empowers colleagues to develop ability in others, systematically encouraging reflection on practice and techniques for development.	Leadership empowers colleagues to develop abilities in others, systematically encouraging reflection on practice and techniques for development.