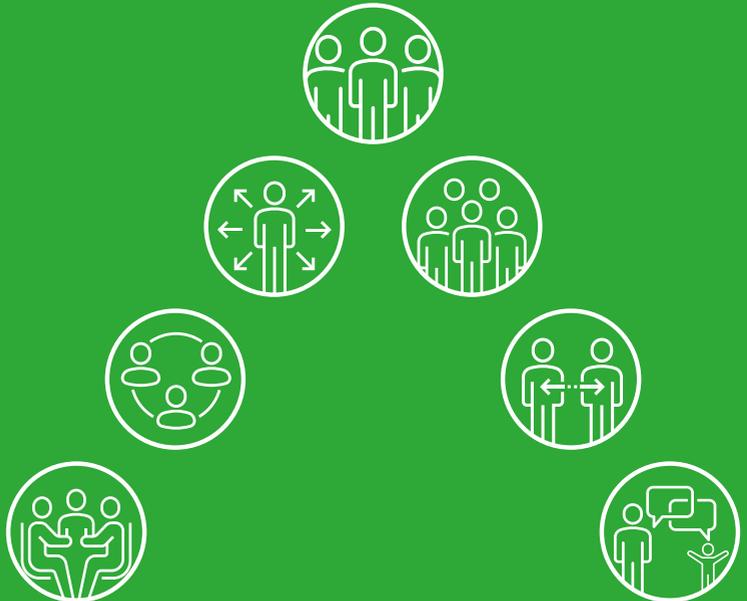




Academi Genedlaethol ar gyfer
Arweinyddiaeth Addysgol Cymru
National Academy for
Educational Leadership Wales

Corporate Plan Our Vision for 2025

Inspiring Leaders – Enriching Lives



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Chief executive's introduction



As the newly appointed Chief Executive, I am delighted to introduce the National Academy for Educational Leadership's (Leadership Academy) revised Corporate Plan, which sets out our vision and strategy for the next five years (2020-2025). This plan has been written following an annual review, which was carried out in June 2020.

Educational leaders across Wales have recently faced one of the most challenging times in our history: a global pandemic and a complete lockdown which saw schools and other educational settings closing for educational purposes but re-opening as hubs for keyworkers' children. All leaders across Wales demonstrated resilience and courageous leadership during this period. I am extremely grateful to all the professionals who supported our children and young people and pay tribute to their perseverance and passion in ensuring that every child was supported.

Despite the historic challenges we still face, this remains an exciting time for education in Wales as it progresses through a period of genuine transformation. Now, more than ever, educational leadership needs to be dynamic, innovative, aspirational and highly ambitious if we are to overcome the immediate crisis and realise the promise of our ambitious educational reforms.

As we work alongside our Associates, the Leadership Academy recognises that the growth of system leadership is an essential part of achieving our vision and, through this Corporate Plan, we aim to continue supporting leaders across the system, regardless of career stage, language or geographical location, to access the best leadership professional learning and well-being opportunities.

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

I would like to thank the Leadership Academy's staff, Board members, Associates and stakeholders for their hard work over the last year and for their continued commitment to our vision as an organisation: inspiring leaders, enriching lives.

Tegwen Ellis
Chief Executive
August 2020

Our Purpose

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

Its main purpose is to:

- Contribute to the development of the professional capabilities of current and aspiring leaders across the education system by providing coherence and quality assurance for the range of educational leadership development opportunities available in Wales
- Act as a thought leader; developing, articulating and implementing a vision and strategy for educational leadership in Wales
- To be a respected and active member of the education middle tier, the first point of contact for the educational workforce in regard to leadership matters.

The Leadership Academy is a central feature of the education reform journey set out in [Education in Wales: Our national mission](#), update October 2020, where it is identified by Welsh Government as a key driver of *Enabling Objective 2: Leadership working collaboratively to raise standards*.



Our Vision for 2025

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

The Leadership Academy will be:

- a **visible and respected** organisation
- with a **distinctive, clearly articulated and widely understood role** within Welsh education
- underpinned by **robust governance** arrangements and an **effective, agile executive** function.

From this platform, by 2025, the organisation will make a key contribution to a Welsh education system in which:

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



Our Values

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



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

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

Our Strategy

To deliver Our Vision for 2025, the Leadership Academy has developed a strategic approach that identifies workstreams and activities in three priority areas.

Leadership Development and Quality Assurance

We aim to:

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

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

Workstream	Activity (examples)
1.1 Quality Assurance	<ul style="list-style-type: none"> • Two-stage endorsement process for leadership development provision • QA framework for endorsed provision
1.2 Innovation	<ul style="list-style-type: none"> • Innovation fund to support new approaches to leadership development • Innovation workshops to stimulate innovative thinking and action among existing and new providers
1.3 System leadership	<ul style="list-style-type: none"> • Recruitment, development and deployment of Associates as system leaders • <i>Unlocking Leadership</i> professional learning webinars

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



Insight and Thought Leadership

We aim to:

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

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

Workstream	Activity (examples)
2.1 Evidence-based guidance for educational leaders	<ul style="list-style-type: none"> Leading <i>Professional Learning</i> guidance <i>Leading Enquiry</i> guidance, based on evidence generated by enquiry projects funded through the Leadership Academy's <i>Enquire, innovate, explore!</i> initiative
2.2 Insight for educational leaders and policymakers	<ul style="list-style-type: none"> New research commissions and critical reviews of international academic and policy literatures Recruitment and retention data collection and analysis
2.3 All-Wales Strategy for the Well-being of Educational Leaders	<ul style="list-style-type: none"> National survey and report

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



Corporate

We aim to:

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

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

Workstream	Activity (examples)
3.1 Robust governance arrangements	<ul style="list-style-type: none"> Board and sub committees Internal and external audit
3.2 Effective executive function	<ul style="list-style-type: none"> Recruitment of staff, secondees and Associates Professional learning and development for staff Performance management
3.3 Corporate profile and messaging	<ul style="list-style-type: none"> Development of a 'Digital Academy' to include website, social media, blogs and video content Media engagement Public affairs Stakeholder engagement

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

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



Our Resources

The main resource that the Leadership Academy can call upon in the pursuit of Our Vision for 2025 is professional capital. It is people, both those formally involved with the Leadership Academy's work as staff and Associates and those who support us less formally, as friends, partners and stakeholders, who drive us forward.

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

Led by the Chief Executive, the Leadership Academy has a small executive team whose responsibilities map on to the three priority areas outlined in 4. From September 2020, the team will be joined by three secondees, all senior educational leaders, working in our priority areas of Leadership Development and Quality Assurance and Insight and Thought Leadership. Occasional executive capacity is also provided by our Associates. The current staff organogram is included as APPENDIX B. Full staff profiles can be found [here](#).

The Leadership Academy appoints an annual cohort of Associates, all currently practising senior educational leaders, who each work with us on a formal basis for a three-year period. Associates progress through a series of development stages designed to equip them with the skills, behaviours and networking opportunities to act as effective system leaders. Our Associates also provide the Leadership Academy with opportunities to access their expertise and knowledge as current educational leaders, an invaluable resource that ensures the voice of the profession is heard in all of our planning, activity and reflection. In April 2021, the first cohort of Associates will conclude their three-year Associate role and have the opportunity to become the first Leadership Academy Alumni. Full details of current Associates are available [here](#).

The Leadership Academy is able to access ideas, support and dialogue from the education system as a whole through its stakeholder group. Members of the group help the organisation to:

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

The Leadership Academy has a separate Union stakeholder group and conducts regular stakeholder meetings with middle tier organisations including Estyn, EWC and the four regional education consortia.

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

Our Performance

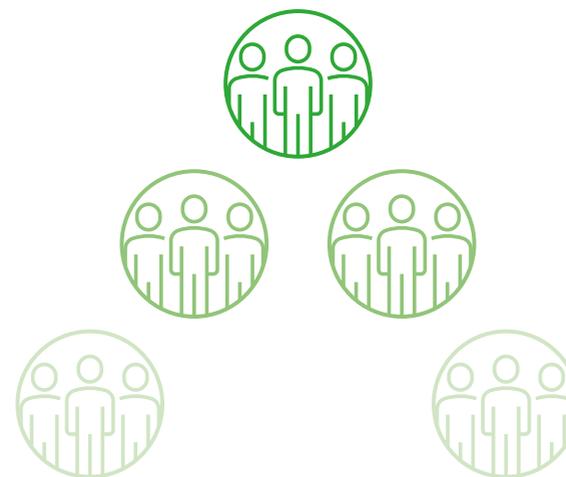
As a Learning Organisation, the Leadership Academy constantly collects information on the impact of its work in order to reflect and modify its approach at a strategic and operational level.

Alongside external evaluation of the impact of our work, principally by Welsh Government, we use a **Results and Evidence Framework** to identify and learn the lessons from our activity so that we can improve over time, ensuring we are generating impact that contributes to realising Our Vision for 2025.

The Results and Evidence framework comprises:

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

A report on the data collected through the Results and Evidence Framework and how it is helping us modify our work will be presented to the Board as part of the next annual review of this Corporate Plan.



INPUTS

People

- Board
- Executive
- Seconddees
- Associates and Alumni
- Stakeholders
- Partners

Funding

- Welsh Government grant

Values

- Collaborative
- Inclusive
- Arm's length
- National
- Agile
- Learning organisation
- Listening organisation
- Serious about well-being

OUTPUTS

Priority areas

Leadership Development and Quality Assurance

Insight and Thought Leadership

Corporate

Workstreams

1.1 Quality Assurance

1.2 Innovation

1.3 System Leadership

2.1 Evidence-based guidance for leaders

2.2 Insight for leaders and policymakers

2.3 All-Wales Strategy for the Well-being of Educational Leaders

3.1 Robust governance arrangements

3.2 Effective executive function

3.3 Corporate profile and messaging

OUTCOMES

Short-term

Endorsement extended to other sectors beyond schools and to provision beyond career stages

Further cohort of Associates recruited from across Wales and inducted into the role of System Leader

High quality, evidence-based leadership guidance is published and promoted

New research work on key aspects of policy and practice is commissioned and published

An evidence base to inform the development of an Well-being of strategy is in place

Full Board and subcommittee structure in place

Senior staff recruited

The Leadership Academy is visible and understanding of its distinctive role is building

Medium-term

A wide range of provision is endorsed, and gaps have been identified. A quality assurance framework for endorsed provision is being implemented

Gaps in provision are beginning to be addressed through innovative provision by providers

Multiple cohorts of Associates are progressing through a mature system development model and having measurable impacts on the educations system beyond their own organisations

Educational leaders are aware of a suite of high-quality guidance and using to inform their practice

Leadership Academy insight is informing policy and practice

A Well-being strategy, co-created with the profession and the middle tier and formally adopted by Welsh Government, is published

A sophisticated and tested board assurance framework is in place

Settled staff structure is in place

The Leadership Academy is a well-known education brand, with strong engagement across the system

Long-term (Our Vision for 2025)

There is **quality-assured, equitable and innovative professional learning** and development opportunities is accessed by all leaders, regardless of setting, sector, career stage and whether they have a formal or informal leadership role

Effective **'system leadership'** drives self-improvement, with professionals collaborating and leading beyond organisational structures, between tiers and across sectors

A suite of high-quality, **Wales-specific leadership guidance**, informed by the best evidence from Wales and internationally, supports professionals to continually challenge and refine their own approaches to leadership

Leadership is embedded as a long-term **priority area for education policymakers** that spans political cycles

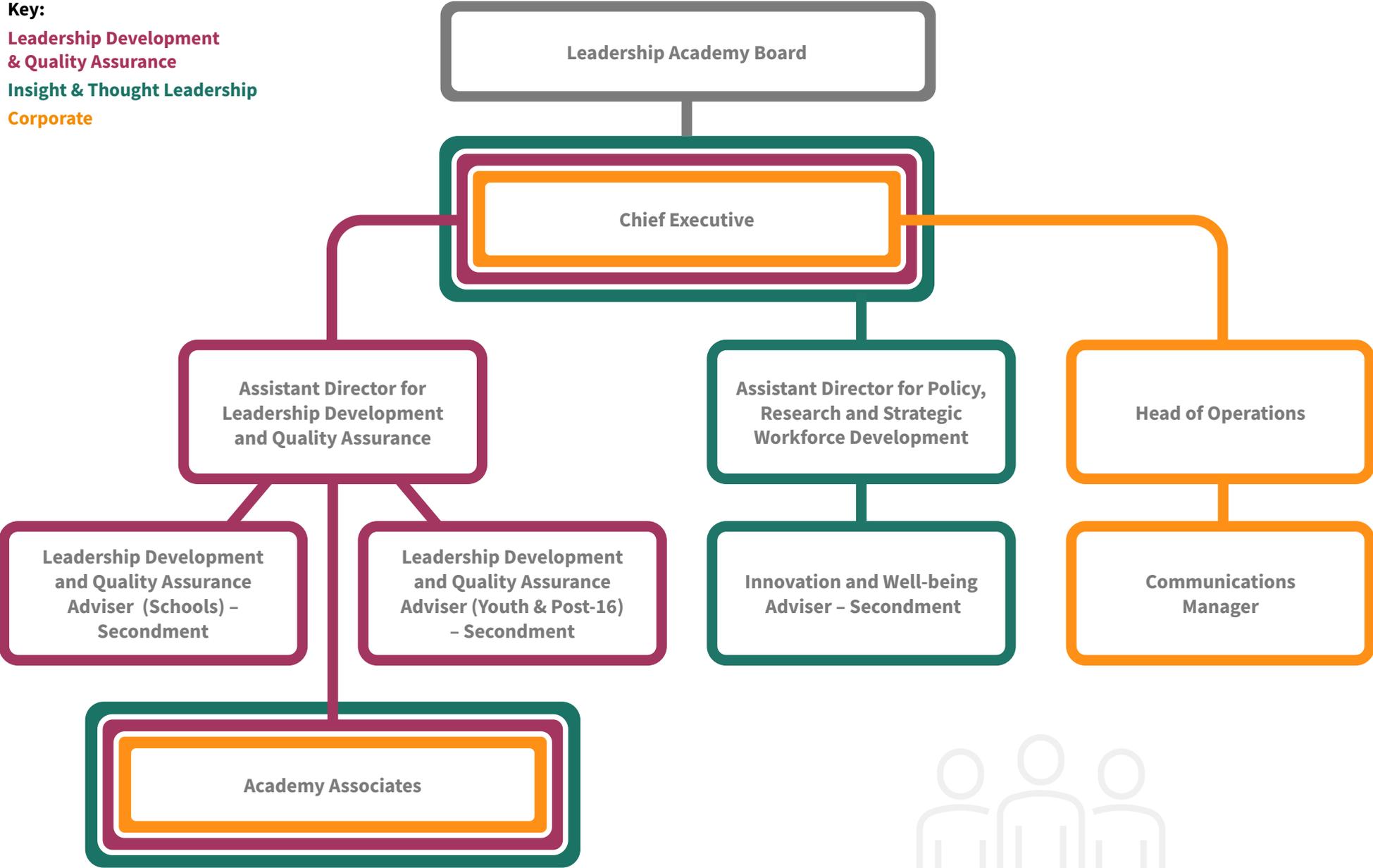
The **well-being of leaders** is prioritised and systematically supported, creating a sustainable and resilient leadership workforce

The Leadership Academy Is a **visible and respected** member of the middle tier

Has a **distinctive, clearly articulated and widely understood role** within Welsh education

Is underpinned by **robust governance** arrangements and an **effective, agile executive** function

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





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