Research report for external body:
**National Approach to Professional Learning**

**Area 3: Critical review of the current PL model**

### Research Questions

1. To identify the key components and strategic objectives of the New Deal for the Education Workforce
2. To outline the conceptual framework which underpins each element
3. To cross-reference the identified components against the research-supported examples of best practice in professional learning identified in Area of work 1 (Overview of the model)
4. To critically evaluate the extent to which the aims of the New Deal can be met through the implementation of the new National Approach to Professional Learning
5. To identify any weaknesses in the new National Approach to Professional Learning which would hinder the delivery of the New Deal for the Education Workforce

### Current New Deal for the Education Workforce modules

- Effective Collaboration
- Reflective Practice
- Effective use of data and research evidence
- Coaching and mentoring

### Proposed National Approach to Professional Learning

### Conclusion and implications

- Develop clear objectives for each module
- Ensure all underpinning research is relevant, appropriate, contemporary and valid
- Map existing and future materials to the Professional Standards for Teaching and Leadership
- State clearly on the Learning Wales website that these modules are intended as support materials for training providers
- Use PLP as a platform for logging engagement
- Differentiate the learning materials to reflect the level of experience of participating teachers
- Develop evaluation tools for monitoring the impact of the training materials and consider undertaking longitudinal evaluation
- Highlight the allocation of time necessary for activities
- Rethink the use of INSET days and consider a thematic focus
- Develop 2 further modules for Assessment for Learning and Differentiation.

---

*See Area 3 report: A critical review of the current PL model for full reference list*

Joanna Thomas – Swansea University – Joanna.Thomas@swansea.ac.uk