

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref P-05-1133
Ein cyf/Our ref JMEWL/11176/21

Jack Sargeant MS
Chair - Petitions committee
Senedd Cymru
Cardiff Bay
Cardiff
CF99 1SN

7 October 2021

Dear Jack,

Thank you for your letter of 17 August in relation to petition P-05-1133: Adapt the teacher training syllabus to include Transformational Coaching and Emotional Intelligence.

The well-being of teachers is fundamental to a thriving school community and essential to retaining staff within the profession for the longer term. This is recognised in initial teacher education (ITE). The criteria for the accreditation of ITE programmes require ITE partnerships '*...to develop approaches to assist aspiring teachers to manage their own well-being, as well as their ability to contribute to the well-being of the pupils in their care*' (section 5.8: *Well-being*). The Welsh Government does not prescribe how partnerships should achieve this criterion but continues to support them to develop and evolve these approaches and will continue to listen to stakeholder opinion and recent research on this subject. The criteria can be viewed at: <https://gov.wales/sites/default/files/publications/2018-09/criteria-for-the-accreditation-of-initial-teacher-education-programmes-in-wales.pdf>

Within the criteria there is also a requirement for programmes to provide student teachers with the opportunities to develop up-to-date theoretical knowledge and understanding as well as practical insight into how children and young people develop and learn. This should, inter alia, include:

- children's and young people's cognitive, social and emotional development
- how children and young people learn
- the factors that can promote or hinder effective learning including the impact of learners' backgrounds, identities, values and beliefs
- the need to provide for the holistic development of the learner
- the centrality of well-being to effective learning.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Jeremy.Miles@llyw.cymru
Correspondence.Jeremy.Miles@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

To support this we have commissioned our partners in Universities to develop enrichment modules for ITE students and existing practitioners which address:

- Adverse childhood experiences
- Well-being – overview of resources
- Role of the Teaching Assistant in supporting learner well-being
- Modelling approaches to whole school and cluster level engagement with well-being
- Additional Learning Needs
- Accessing services and provision mapping
- Emotional and mental well-being
- Leadership for teacher well-being
- Behaviour
- Child development
- Neurodevelopment and pedagogy

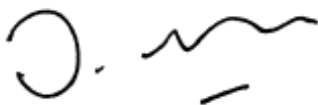
Some of these modules are available now, with others due to be available in the near future, via the Hwb website: <https://hwb.gov.wales/repository/discovery/resource/ea1e7463-6b97-4079-8c3d-ccaa7a446b7d/en?language=en&sort=created&strict=1>

In addition, The Welsh Government is addressing well-being concerns of both teachers and learners across Wales as part of a whole school approach to mitigate the effects of workload issues on staff, and the impact of the coronavirus pandemic on both staff and learners. Through grant funding, we commissioned the services of Education Support (a charity organisation with expertise in providing mental health and well-being support across the education profession) via a bespoke package of support project for the whole of the academic year 2020/21.

This project included direct support for headteachers via online facilitated peer support groups and 1:1 counselling with BACP (British Association for Counselling and Psychotherapy) trained counsellors, bespoke resources and information for school leaders on the Taking Care of Teachers Hub (<https://teachershub.educationsupport.org.uk/introduction>) and an e-learning module that provides a range of techniques to support personal and peer reflective practice within schools. In addition to this, there is a dedicated Wales well-being advisor who has worked with over 100 school leaders to support them in creating mentally healthy working environments for themselves and their staff. The focus of this work is to support school leaders in implementing practices, initiatives and support that will act as a catalyst for longer term culture change that prioritises staff mental health and wellbeing.

We have provided further funding to Education Support for this academic year 2021/22. They will continue to provide and build on the support they gave the education workforce across Wales during the last academic year.

Yours sincerely,



Jeremy Miles AS/MS

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