

Welsh Government's progress in developing the new Curriculum for Wales

Consultation Responses

December 2018



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CR 01

Ymateb gan: Sefydliad Materion Cymreig
Response from: Institute of Welsh Affairs

1. About the Institute of Welsh Affairs (IWA)

We are the Institute of Welsh Affairs, Wales' leading think tank. We challenge, inspire and drive change, making Wales a better place to live and work for everyone.

We are independent of government and political parties. We bring together experience and expertise from all backgrounds to collaborate on the most important issues facing Wales.

We come up with ambitious but practical and informed ideas to improve the economy, education, governance, health and social care and the media. Our vision is to create a Wales where everyone can thrive.

2. About our Curriculum reform in Wales project

2.1. Background

In order to deliver the vision of Successful Futures, content is presently being developed by various groups. In these initial stages, the development work happening at present is largely through the education community.

Looking ahead, we believe there is a clear opportunity and rationale to engage with institutions beyond schools to identify steps that ensure the roll-out of a new curriculum is well integrated with other areas of policy and to encourage a seamless pathway for learners as they progress from compulsory education.

This is why we have developed the Curriculum reform in Wales project which focuses on four key communities: further education, higher education, skills and business communities.

This project will make practical, evidence-based suggestions on how to ensure curriculum reform is engaged with and informed by the people and places students often go on to after school.

2.2. Project aims

The aim of this project is to identify practical steps to ensure the implementation of curriculum reform in Wales is integrated with and supported by the further education, higher education, skills and business communities.

From this project we hope to be able to:

- better understand and map out the current work that is taking place with these communities with regards to the development of curriculum reform
- gather perspective from these communities on how they think curriculum reform is progressing
- uncover lessons from Scotland's curriculum reform from similar communities
- share findings to support effective engagement of further education, higher education, skills and business communities with the implementation of the new curriculum.

2.3. Project timescale

This is initially a six month project, and we will publish our findings in early 2019. We will share our findings with the Committee to support your ongoing scrutiny of the development of the new Curriculum.

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CR 02

Ymateb gan: Consortia Rhanbarthol Cymru
Response from: Regional Consortia for Wales

4 regions' response to the CYPE investigation into the progress of curriculum development.

We would like to thank the CYPE for their request for evidence and welcome the continued opportunity to engage with and support these enquiries. The four regions submit the following as a joint response to inform you of the progress made since the previous enquiry.

Area	Comments:
Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019;	Areas of Learning and Experience (AoLE) development groups are making good progress towards the development of the draft curriculum ahead of publication in April 2019. Publication dates for all AoLEs have been scheduled for December and January.
The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design;	Most Curriculum Pioneer Schools have been fully committed to the work of the AoLE development, latterly working on a fortnightly cycle of 2-3 day curriculum development workshops. Between workshops, schools have been requested to complete follow-up and research tasks and supporting partner schools in developing their understanding of the emerging curriculum framework. This has been a significant programme of work for curriculum pioneer schools, particularly in this final phase of producing the draft Curriculum for Wales. The individual

	<p>practitioners working with the AoLE curriculum development groups have had access to significant professional learning and research opportunities through their work. Challenges related to the practical release of teachers from school has been eased by the regular scheduling of AoLE meetings on Wednesday/Thursday, allowing schools to plan more effectively.</p> <p>Professional Learning Pioneers have been linked with AoLE groups and directed to undertake specific testing and enquiry tasks. They have received professional learning in the use of research and enquiry and are working with HEI partners to develop this further.</p> <p>Digital Pioneers are linked with the Curriculum Pioneers to ensure that the Digital Competency Framework is embedded throughout the AoLEs.</p>
<p>The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE);</p>	<p>Each group is nearing the final stages of the development of their respective AoLE frameworks. Practitioners are also working on writing draft guidance documents for each AoLE. In addition, curriculum pioneers from each AoLE are also meeting across AoLEs to discuss other respects of the curriculum including assessment, LNF/DCF, Wider skills, Welsh Dimension and International perspectives. Fortnightly AoLE meetings are scheduled until the publication deadline for each AoLE.</p> <p>Some curriculum pioneers from the AoLE groups will also be involved in developing related materials such as the RE supporting framework.</p>
<p>The involvement of academic and other external expertise in informing curriculum design</p>	<p>Welsh Government has made a significant investment in engaging with a wide range of experts in supporting the AoLE groups to inform curriculum design. This has been both at strategic level (AoLE leads received input from Prof Mark Priestley, Prof Mick Waters and Dr C.</p>

	<p>Sinnema on the key concepts of curriculum design) and AoLE groups have received support from within their domains from academics from the relevant disciplines.</p> <p>The CAMAU project has provided consistent expert input into the development of progression within each AoLE. The Learned Society has also been commissioned to provide papers for the AoLE groups on Wider Skills, and the Welsh Dimension and International Perspective. Members of the Learned Society have also joined the AoLE groups at workshops to provide specific support. Members of the Foundation Phase expert panel have also worked with AoLE groups to develop progression frameworks and achievement outcomes. Each AoLE has also engaged external expertise from subject experts to inform their developments and ensure subject disciplines are well represented.</p>
<p>How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs;</p>	<p>The What Matters statements and accompanying narrative/rationale have evolved from the initial statements developed in December 2017, through several iterations, following on from feedback provided by the Curriculum and Assessment Panel, schools and subject experts. Academic expertise has supported well the revision of the What Matters statements and narrative in each AoLE.</p> <p>The What Matters statements and accompanying narrative/rationale are the basis of the AoLE specific curriculum design. The What Matters narratives/rationale provides a justification for each What Matters, and further explains the key concepts and ideas framed within each. The What Matters statements and narratives offer 'triggers' to highlight the key knowledge, skills and experiences that are essential for learners to have access to, as well as clear links to the 4 purposes. The key Knowledge, Skills and</p>

	<p>Experiences are framed in the next section of the curriculum design, and also have accompanying rationale to explain why they are the entitlement for all learners. Each What Matters has achievement outcomes framed at each progression step. These are high level statements that describe the learning at each step.</p>
<p>Progress in defining achievement outcomes at the various progression steps within the new curriculum;</p>	<p>Each AoLE developed a progression narrative in the spring of 2018, linked to each What Matters. From these narratives, draft Achievement Outcomes were developed. These were shared with Professional Learning pioneers, and experts for feedback in Summer and Autumn 2018. These were further refined following feedback from the Curriculum and Assessment Panel. Each AoLE has been supported by colleagues from CAMAU in developing their progression framework and subsequent Achievement Outcomes.</p>
<p>How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers;</p>	<p>The national professional learning offer for teachers is currently being developed at a consortia level with Welsh Government. The professional learning offer will align with the new curriculum and follow the national model for professional learning.</p> <p>Professional Learning Pioneers' work on trialling the professional standards for teaching and leadership and work on developing schools as learning organisations is integral across all elements of the professional learning offer.</p>
<p>Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools);</p>	<p>Each regional consortia has engaged with schools through a programme of support, which has included the opportunity for partner schools to engage with Pioneer schools. This support has focused on raising knowledge and understanding of high level curriculum detail including 4 Purposes, 6 AOLEs, 12 Pedagogical Principles. As the curriculum has developed, communication with schools has included</p>

	<p>information on the curriculum structure and sharing draft What Matters statements.</p> <p>Curriculum and Professional Learning Pioneers have engaged with schools on specific aspects of the design, such as gathering feedback on the framing of Achievement Outcomes.</p> <p>Pioneer schools have participated in consortia led engagement and professional learning programmes.</p>
<p>Effectiveness of the governance arrangements, role of the Independent Advisory Group and Chair Board, and involvement of the Education Reform Strategic Stakeholder Group;</p>	<p>Welsh Government have developed a wide range of governance to better inform decisions and to engage with the wider profession.</p> <p>The Operational Delivery Board and Change Board are key in the monitoring of progress and managing risks to make informed decisions. These board have representatives from Welsh Government, Estyn and the regional consortia.</p> <p>In order to monitor curriculum development there are also two key group who aim to secure consistency and clarity for the profession around draft curriculum. The Coherence Group ensures consistency across AoLEs and the manageability group is made up of headteachers from a range of school setting to inform AoLEs if what is being developed is manageable and fit for purpose.</p>
<p>The preparedness of schools and teachers for delivering the new curriculum and to what some extents of the concepts of Professor Donaldson's Successful Futures review are being tested and carried out already;</p>	<p>The majority of schools have an increasing awareness of the development of the new curriculum framework and all schools have been provided with the opportunity to engage at a regional level with workshops to develop their understanding of the reform programme (to include the development of the new Curriculum for Wales).</p> <p>Practitioners across school have had opportunities to be aware of curriculum developments and have been encouraged to reflect on current practices, in</p>

	<p>particular with respect to the 4 Purposes. Schools are developing their understanding and use of evidence-informed practice and many are preparing well to adapt to the changes brought about across the breadth of the reform.</p>
<p>The role of the Curriculum and Assessment Group in ensuring the development of the curriculum is on track and the outcome of its 'checkpoint' meeting of 13-14 November 2018 to review progress;</p>	<p>The Curriculum and Assessment Group (CAG) have reviewed progress and provided advice at specified stages in the process. The sequence of CAG meeting has been regular and according to the agreed plan. Each AoLE has received bespoke feedback to support the development of their work from CAG. A wide range of international expertise and perspectives have been brought to the process through CAG. Feedback from CAG has been used by AoLE groups to improve the quality of development.</p>
<p>Progress in developing new assessment arrangements;</p>	<p>Pioneers from each AoLE have begun to develop a line of work linked to developing new assessment arrangements. Qualifications Wales have developed their approach to consulting on the development of new qualifications. This approach has been shared with Pioneer schools. Each AoLE has a member of qualifications Wales linked to their group to support the development of future qualifications.</p>
<p>The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050;</p>	<p>The draft Curriculum for Wales work to date is fully supportive of Welsh Government Priorities.</p> <p>The development of Welsh language and culture is integral to curriculum development and future professional learning.</p> <p>Literacy, Numeracy and Digital competence are the three Cross Curricular responsibilities in the new curriculum. The LNF and DCF will be developed as supports to the new curriculum.</p> <p>The focus on equity and wellbeing is also evident in the design of the new curriculum, through the 4</p>

purposes and the role of the Health and Wellbeing AoLE.

The commitment to bilingualism is a fundamental principle in the LLC AoLE.

The role of STEM as a national priority is supported by the new curriculum through the Science and technology and Maths and numeracy AoLE's. Learned societies linked to STEM subjects have been involved in the development of these areas of learning and experience.

At consortia level, the focus of professional learning is on developing a well led and high-quality workforce. Collaboration is key to the professional learning programmes provided at consortia level.

The new and acting Headteacher national programme designed and delivered by the 4 regional consortia and their partner organisations is the first programme endorsed by the National Academy for Educational Leadership (NAEL) and is also the first programme that offers university accreditation opportunities.

All leadership programmes incorporate:

- supporting leaders in their role in realising the ambition of the National Mission Action Plan 2017-2021
- developing Schools as Learning Organisations
- the four purposes and the four enabling objectives
- creating a self-improving system with a learning culture
- improving experiences and outcomes for pupils
- Specific focus is given to meet the challenges noted in Enabling Objective 2: Inspirational leaders working collaboratively to raise standards.
- Reflect the aims noted in the Well-being of Future Generations (Wales) Act 2015

<p>Any other issue stakeholders wish to draw to the Committee's attention.</p>	<p>The regions are working hard to integrate all elements of the reform so that the new curriculum is not seen in isolation; supporting schools to plan for the reform as a whole.</p>
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CR 03

Ymateb gan: Grŵp Prif Swyddogion Ieuencid Cymru Response from: Wales Principal Youth Officers' Group

The *Wales Principal Youth Officers Group* (PYOG) is the representative group of officers nominated by each local authority as the professional and strategic lead for the Youth Service. The group has an established role in advising on the strategic development and delivery of youth services and other associated initiatives and is a sub-group of the *Association of Directors of Education in Wales* (ADEW). The PYOG also has a strategic connection with the *Welsh Local Government Association* (WLGA) via the Lifelong Learning Policy Officer (Youth).

The PYOG welcomes the opportunity to respond to the *National Assembly for Wales Children, Young People and Education Committee* inquiry into *Welsh Government's progress in developing the new curriculum for Wales*. As an education provision itself, youth work makes a valued (but perhaps under-recognised) contribution to the progress of young people aged 11-25 years.

Introduction

1. For those young people who access the provision, Youth Work is widely recognised as having a crucial role to play in developing their **ability to successfully navigate adolescence, the “dynamic maturational period during which young lives can pivot rapidly - in both negative and positive directions”** (Dahl, Allen, & Suleiman, 2018, p. 1) **and to transition successfully to adulthood**, in becoming positive members of their local communities and recognising their place in and contribution to the global community.
2. Youth work is based on a voluntary, trusting relationship developed over time with young people between the ages of 11-25 years of all backgrounds and abilities. Youth work has a valuable contribution to make to the education, health and well-being of these young people, which will be described in further detail later in this submission.
3. Youth Work in Wales is a registered profession with the *Education Workforce Council* and has for some time had its own qualifications framework and National Occupational Standards, which define its key purpose as to:

“...enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.”

4. Youth Work offers successful preventative, open access provision which provides a non-stigmatising environment and acts as an access route for young people to receive more specialised services (see below). The **‘Five Pillars of Youth Work’ in Wales (Youth Work in Wales: Principles & Purposes) are that it is Educative; Expressive; Participative; Inclusive and Empowering.**

“Education is the most powerful weapon which you can use to change the world” (Nelson Mandela)

5. Providing enriching, comprehensive and relevant education and learning experiences which equip our children and young people for modern life is the goal of all who have the interests of children, young people, progress and positive futures at heart. Whilst our formal education settings (schools) are the main providers of education, they are not the only places where young people learn. Children and young people spend only 15 minutes of every waking hour in formal education settings (House of Commons Education Select Committee (2011), citing Professor Tim Brighouse, *Education Without Failure*, the RSA Digital Journal, Autumn, 2008), meaning that the majority of their time is spent in places and situations other than schools where a wealth of learning in informal, non-formal and community settings takes place. For some young people, this is done in Youth Work settings.
6. Relationships between youth workers and young people are very much based on subsidiarity, the important principle identified by Professor Graham Donaldson in *Successful Futures* – they start from where the young person wishes to do so and respond to the identified need of that individual. As such, there is no prescriptive curriculum in the way there is in formal education settings, rather the youth ‘offer’ is developed at local level as a suite of opportunities and bespoke provision for different needs and ages, which can be accessed at different times throughout the fourteen year period (ages 11-25). Some young people will access youth work continually during this period, most will ‘dip’ in and ‘dip’ out as and when required.

Contribution of Youth Work

7. The PYOG has recently been called on (and very much welcomed the opportunity to do so) to give evidence in front of the CYPE Committee and has contributed in writing to recent relevant inquiries e.g. the Emotional Well-being and Mental Health of Children & Young People, the Youth Work Inquiry and the Youth Work Inquiry Follow-up. Whilst having no ‘divine right’ to be seen as an integral player in shaping the new curriculum, on each occasion it has been recognised and articulated by both members of the Committee, PYOG representatives and other representatives from the sector that **youth**

work is in an excellent position to be able to offer a valued perspective and influential role in the development phase of the new curriculum and can **offer an important role in delivering** aspects of it e.g. wider skills development, experiential learning, expressive arts, health and well-being, personal and social education.

8. These are areas of work and skill-sets which are integral to youth work - over 600 Arts and Drama projects were delivered across Wales by the local authority Youth Service in 2017-18, over 1,200 sports and physical activity projects and over 450 citizenship projects (Youth Work in Wales Statistical Release, Welsh Government).

“As promoted through positive youth development frameworks, having pro-social opportunities to demonstrate courage – through sports, drama, civic engagement or supporting social justice – are likely to have enhanced positive effects during this (adolescence) developmental period. Such experiences may not only prevent antisocial and self-injurious paths, but may also promote healthy trajectories and identity development” (Dahl, Allen, & Suleiman, 2018, p. 6)

9. These skills may not be so readily accessible for the (majority of) the teaching profession. Where this is the case, there is very much a role for specialists e.g. many teachers do not feel confident or competent to deliver certain sessions in Personal and Social Education (PSE) lessons such as Relationships and Sexual Health (RSE). The current curriculum being less flexible, more structured and, perhaps restrictive, does not lend itself readily to encourage such practice. It would therefore seem prudent to tap into areas where this knowledge and skill set is prevalent when considering these elements of the new curriculum. **The less formal nature of their relationship with young people can encourage young people to discuss more sensitive issues more openly.** Links to community organisations can also be exploited by youth work staff should referrals need to be made e.g. to substance misuse agencies.
10. Gaining access to platforms whereby youth work can play a part in shaping the new curriculum has proven to be beyond the sector. A number of meetings have been held with senior Civil Servants with responsibility for the new curriculum, where a paper written specifically to demonstrate how youth work can contribute has been shared <https://www.wlga.wales/SharedFiles/Download.aspx?pageid=62&mid=665&fileid=738>. Positive feedback has been received about what role youth work can play, but this has gone no further. The PYOG also delivered a successful seminar on the contribution of Youth Work to the new curriculum in September 2016, which was attended by the WG Director of Education and Professor Graham Donaldson.

“The emerging (neurological) evidence points towards investments that place a strong emphasis on creating mastery learning experiences that maximise social learning and enhance status and autonomy at a key time in an individual’s development of social identity and competence” (Dahl, Allen, & Suleiman, 2018, p. 6).

11. The new curriculum also offers an **opportunity for teachers to learn from youth workers and vice versa**, to better understand and appreciate each other’s contribution, which can only enhance the learning experience. Whilst youth work and teaching are different educational approaches, they deliver their greatest impact when they both embrace and understand each other *“Communication is an issue for both those working in the youth sector and those employed in formal education. Youth workers can often struggle to articulate the value of their profession. However, schools can also fail to communicate adequately how they want to work with youth workers to support their students” ((NYA), 2013, p. 6).*

12. Some examples of youth work curriculum/enrichment work:

- | | |
|------------------------------|---------------------------------|
| ➤ Conservation/environment | ➤ Sports Achievement |
| ➤ Community & citizenship | ➤ Outdoor Learning |
| ➤ Music & Drama | ➤ Pastoral and personal support |
| ➤ Sports Leadership | ➤ After school/lunchtime clubs |
| ➤ Youth forum/school council | ➤ Vocational programmes |
| ➤ Independent Living | ➤ Basic Skills |
| ➤ Enterprise activities | ➤ Essential Skills |

Including a selection of accredited programmes...

- | | |
|-------------------------------|--------------------------|
| ➤ BTEC | ➤ Princes Trust XL |
| ➤ OCN | ➤ PSD |
| ➤ Youth Achievement Awards | ➤ Health |
| ➤ Adventure Service Challenge | ➤ DofE |
| ➤ First Aid | ➤ ASDAN |
| ➤ Agored Cymru | ➤ Millennium Volunteers |
| ➤ John Muir Award | ➤ Youth Work Certificate |

13. The sector continues to be advised that it is still very early days (in regard to the development of the curriculum) and that opportunities will come to contribute. However, the sector is two years into the process and **youth work has not been able to contribute** – the PYOG argues that a more effective, comprehensive and inclusive curriculum will be constructed by engaging with youth work and other relevant contributors early on, not at the end of the process, when the risk is that youth workers will be ‘told’ how and where to contribute. Much better that the youth work sector is integral to the

process from the outset than as a 'bolt on' at the end. Whether this opportunity has already passed is open to debate.

14. *What Matters?* statements have already been developed in the absence of any youth work input – the sector has offered, on numerous occasions, to contribute to the AoLE working groups but continues to find itself 'frozen out'.
15. Whilst the sector has representation on the *Education Reform Strategic Stakeholder Group*, it is difficult to see how this group influences the shaping of the new curriculum and meetings of this group tend to be didactic, with little opportunity for proper discussion and influence – it is seen as more of an opportunity to update stakeholders, rather than properly involve them. Also, the Stakeholder Group's *Engaging Children & Young People sub-group*, which was gaining some momentum, stopped abruptly two years ago and has only just recently been resurrected, following lobbying from the sector. At local level, PYOG members continue to struggle to identify which schools in their local area are acting as pioneer schools and, when they do, finding a way/s to engage.

The Youth Work sector stands ready

16. There is currently a welcome focus on young people in Wales, with a similar level of activity in regard to policy development and engagement with the sector particularly around issues such as mental health and emotional well-being. These include the recent CYPE Committee's inquiry into Youth Work, the establishment of the new Youth Work Board, the impending new Youth Work strategy and recognition of the profession via registration with the Education Workforce Council. Youth work makes a valuable, often life changing and sometimes life-saving contribution to the lives and futures of many young people. Youth work skills are in high demand from sectors such as health, social justice and social care, yet it is in its own discipline, that of education that it finds itself struggling for recognition and traction, particularly in the area of shaping the new curriculum. Failure to (quickly) take advantage of what Youth Work can offer could, at best, leave youth work uncertain of its role (if any) as/when this is articulated at a later date and, at worst, result in a product which may not be as revolutionary and fit-for-purpose as it might be otherwise.

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CR 04

Ymateb gan: Eystn
Response from: Eystn

Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, further education, adult community learning, offender learning, local government education services, work-based learning, and teacher education and training.

Estyn may provide advice to the Assembly on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

INTRODUCTION

The Welsh Government has embarked on an ambitious reform programme that has the potential to fundamentally alter the educational experience of learners in Wales. As part of the wider education reform programme, the development of curriculum reform signals Wales' commitment to create a modernised, innovative learning offer.

The vision for a transformational curriculum, set out by *Successful Futures*, is far-reaching. The Welsh Government has made good progress in meeting the ambitious and challenging design principles, working hard to ensure the teaching profession guides the reform programme through genuine co-construction.

As the independent inspectorate for education and training in Wales, Estyn has provided advice to the Welsh Government and other stakeholders to support the reform programme. We have provided a wide range of independent advice by:

- Publishing a number of thematic reports;
- Capturing innovative and interesting practice examples of how schools are preparing for the new curriculum;
- Having representation at every strategic and operational group by Estyn's senior team; and,
- Deploying inspector resource to directly support the development of the Areas of Learning and Experience, assessment discussions and development of the Digital Competence Framework and the Welsh language.

To support practitioners, Estyn has also produced a variety of resources and communication campaigns. Estyn has made changes to our inspection framework and approach to encourage creativity and innovation.

Estyn looks forward to providing a response to the Welsh Government's forthcoming consultation on the new curriculum but would welcome:

- Closer alignment between the arrangements for curriculum design, pedagogy, assessment practice and a new professional learning offer; and
- Greater engagement with and support for schools not part of the Pioneer School network to help them prepare for the new curriculum.

CONSULTATION QUESTIONS

Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019;

Based on recent progress, it is reasonable to expect the draft Curriculum in Wales to be available for feedback in April 2019. Recently, Estyn has offered considerable additional support for the development of the AOLEs to ensure that this is achievable.

The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design

The Welsh Government, supported by the Regional Consortia, has led a network of 'Pioneer Schools' from across Wales to develop this new curriculum. These schools have been involved in work relating to:

- Curriculum design and development;

- The design and development of the Digital Competency Framework;
- Professional learning for the future Education Workforce.

Given the scale and breadth of the reform, Estyn agrees that making the most of the network has been an innovative, complex and multi-faceted process¹. While inevitable challenges remain, Estyn acknowledges the noteworthy progress achieved by the Pioneer Schools.

Most pioneer schools and their lead practitioners have grown into the roles and are contributing well to the development of the curriculum. The pioneer schools have benefited considerably from collaborating with one another, working through tricky issues, debating important matters and usually agreeing or compromising in the best interests of pupils.

Many pioneer schools have contributed over-and-above expectations, involving most or all staff members in the school, trialling different methodologies with pupils, sharing their practice and discussions on Hwb and bringing their findings back for discussion to share ideas. However, a very few pioneer schools have not been as committed and have not always attended meetings regularly.

Expectations and opportunities for pioneer schools to support partner schools and share their practice with other schools vary considerably from region to region. As a result, this element of their work needs to be strengthened. There are partner schools that know little about the work of the pioneer schools and are simply waiting until they are told to do something, rather than trying out new things now. This is sometimes the case for schools that think they are in the run-up to an inspection, despite Estyn's assurances that inspectors will look upon interesting and innovative practice favourably.

Therefore, Estyn would welcome further collaboration with Welsh Government, Regional Consortia and other partners to engage with other schools in preparing for the new curriculum.

The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE)

There has been an increased momentum in recent months to secure the progress on the six Areas of Learning and Experience. In order to deliver the curriculum for feedback in April 2019, there is a need to ensure that there are clear expectations of what is required and the leadership and members of the groups remain focused on the tasks in hand.

Recently, the Areas of Learning and Experience have benefitted from the expertise of foundation phase and Additional Learning Needs (ALN) practitioners. However, there is still work to do to consider how the new curriculum will apply to those pupils in the early years or working towards Progression Step 1. Work is still needed to consider how the new curriculum will build on the key learning theories which are the basis of the foundation phase principles.

The Areas of Learning and Experience groups are meeting frequently this term (Autumn 2018). In the main, they have been modifying the 'What Matters' statements² in response to feedback from various groups and experts, and writing the achievement outcomes for each of the progression steps.

¹ Welsh Government (2017) *Formative Evaluation of the Pioneer Schools Model: Paper on Strand 1 and early Strand 2 activity*. [pdf] Available online at: <https://gov.wales/docs/caecd/research/2017/171130-formative-evaluation-pioneer-schools-model-strand-1-early-strand-2-activity-en.pdf> Accessed on: 19/11/2018

² Welsh Government (2018) *Curriculum Update – developments to May 2018*. [pdf] Available online at: <https://gov.wales/docs/dcells/publications/180620-curriculum-update-may-2018-en.pdf> Accessed on: 19/11/2018

The involvement of academic and other external expertise in informing curriculum design;

The Welsh Government has involved a range of external and academic experts to help inform the development of curriculum reform. The scale of this work has sometimes challenged practitioners to make full sense of the breadth of research made available to them. However, they have engaged well in this process and have worked hard to ensure progress is evidence-based and research-informed.

Estyn has the statutory responsibility to provide independent advice to the Welsh Government on any matter connected to education and training in Wales. Estyn has welcomed the range of opportunities made available to us to support the development of the new curriculum.

While Estyn has remained an observer of decision-making, the breadth of our involvement in Welsh Government's reform programme recognises the value of independent, objective advice as the *"middle ground between policy and practice"* (p.28)³.

How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs;

In the spirit of collaboration, curriculum design has been an iterative and evolving process. Therefore, the What Matters statements for each of the Areas of Learning and Experience have changed considerably since their original form in December 2017. Pioneer Schools have led these developments and the statements have evolved a number of times in response to input from wide a range of expert individuals and groups.

The discussion and debate around the What Matters statements has been an important part of the process for members of the Areas of Learning and Experience groups and their schools to develop an understanding of the important elements of the future curriculum. Some have embraced the opportunities to develop cross-discipline working more easily and more productively, while others have faced difficulties in moving beyond a subject and discipline-based approach and to think more holistically. This is the main reason that the What Matters statements vary in number between the Areas of Learning and Experience. Care must be taken to ensure that schools understand that the number of What Matters statements within an individual AOLE is not an indication of the value and nature of the AOLE, or the volume of curriculum time required.

Most groups now seem to have firmed up their statements. These form the starting point from which the achievement outcomes at each progression step and the required knowledge, skills and experiences are developing. However, it is important to acknowledge that change to the What Matters statements is likely to continue in response to external feedback, particularly in light of the forthcoming public consultation and to ensuring clarity and accessibility for the teaching profession.

Progress in defining achievement outcomes at the various progression steps within the new curriculum;

Most Areas of Learning and Experience are now making good progress in defining the Achievement Outcomes at the five Progression Steps.

³ Donaldson, G. (2018). *A Learning Inspectorate: Independent Review of Estyn*. [pdf]. Available online at: <https://www.estyn.gov.wales/sites/default/files/documents/A%20Learning%20Inspectorate%20-%20en%20-%20June%202018.pdf> Accessed on: 26/11/2018

There has been considerable amount of healthy debate in most groups about what belongs in the Achievement Outcomes and what belongs to Knowledge, Skills and Experience. Concerns from Foundation Phase specialists highlighted that versions considered in the summer did not provide a strong enough steer towards Foundation Phase principles and pedagogy. However, the recommendations set out in *Successful Futures* are already predicated on good Foundation Phase practice. This means that teachers of pupils of all ages should be able to draw on a very broad range of teaching strategies, including those currently most associated with the Foundation Phase, to provide an engaging curriculum that meets the needs of their pupils.

Successful Futures recommended that the new curriculum should be fully inclusive. There is still a need to consider the achievement outcomes at Progression Step 1 in relation to those pupils with additional learning needs (ALN) and those in the foundation phase whose skills are below that expected for pupils at that age. Welsh Government has recently acknowledged this situation and has brought a group together to address this issue, but it will be important for this group to include ALN and foundation phase practitioners.

At Progression Step 5, there has been considerable discussion about the range of options that might be available to pupils, including opportunities for specialism. Estyn has welcomed this debate and the early involvement of Qualification Wales. Moving forward, Estyn would welcome further engagement in considering the range and availability of options for recognising and accrediting learning experiences as well as gaining qualifications so that the curriculum at Progression Step 5 reflects the whole range of pupils' experience.

How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers;

Estyn welcomes the Welsh Government's recent commitment⁴ to develop a *National Approach to Professional Learning*⁵. This announcement recognises the crucial role professional development of our teaching workforce will play in securing curriculum transformation.

The new National Approach to Professional Learning sets out an ambitious, high-level framework for teachers' professional development and focuses on developing:

- Individual Professional Learning;
- Schools as Learning Organisations;
- A Professional Learning Blend;
- Collaborative Networks;
- Professional Teaching and Leadership Standards;
- Pedagogy for Professional Learning;
- The Professional Learning Offer; and,
- Accreditation/Recognition.

As mentioned earlier, there is a need to ensure that the Professional Learning model is anchored firmly to the development of the Curriculum for Wales.

⁴ National Assembly for Wales (2018) *Statement by the Cabinet Secretary for Education: Valuing our Teachers – Investing in their Excellence*. [html] Available online at: <http://record.assembly.wales/Plenary/5363#A46717> Accessed on: 20/11/2018

⁵ Welsh Government (2018) *National Approach to Professional Learning* [.pdf] Available online at: https://beta.gov.wales/sites/default/files/publications/2018-11/national-approach-to-professional-learning-napl-model-a4_1.pdf Accessed on: 19/11/2018

As with other aspects of the reform programme, the principle of collaboration applies to developing this new national approach. Pioneer schools have already explored some aspects of the new model at recent national events, enquiries and collaborative networks.

Estyn recognises that this work is still developing. However, the Welsh Government could consider intensifying efforts to secure strategic stakeholder involvement in developing the new national approach. An arrangement equivalent to the Curriculum and Assessment Group could offer advice and provide feedback to support the implementation of the model.

As this work develops, Estyn would welcome similar arrangements to those in place for the Areas of Learning and Experience Groups to facilitate regular engagement with the Professional Learning pioneer schools and enable a detailed focus being given to:

- Securing clarity - ensuring the national approach is clearly understood and 'workforce accessible';
- Ensuring that professional learning underpins the professional values, attitudes, beliefs and behaviours expected of our teaching workforce; and,
- Upskilling the workforce in pedagogy and curriculum design at the school or classroom level.

Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools);

The Welsh Government are using a number of different mechanisms to promote general awareness and communication about the curriculum reform programme, including; the Dysg newsletter, Curriculum for Wales blogposts, podcasts and social media outlets. Alongside the Regional Consortia's national network of challenge advisors, Pioneer Schools also play an important role in disseminating information and updates. As each Regional Consortium collects its own information about how well schools are engaging with curriculum reform, the impact of communication activities across Wales remains unclear. Evidence gathered for our Curriculum Innovation report⁶ suggests that primary schools are engaging more readily than secondary schools.

Effectiveness of the governance arrangements, role of the Independent Advisory Group and Change Board, and involvement of the Education Reform Strategic Stakeholder Group;

Estyn is represented on the Change Board and the Education Reform Strategic Stakeholder group.

Welsh Government are providing many stakeholders with an opportunity to engage with the education reform programme. A range of stakeholders engage in termly strategic stakeholder group meetings and contribute to developments.

Estyn is represented on the Education Reform Change Board, contributing to decision-making across the four enabling objectives of Education in Wales; our national mission. Change Board includes all key stakeholders from the middle tier who are ideally placed to provide feedback and inform decision-making. Members review regular updates from Welsh Government senior officers on key strands of the reform and consider the key risks associated with the ambitious programme of reform. The effectiveness of the governance

⁶ Estyn (2018) *Curriculum innovation in primary schools*. [.pdf] Available online at: <https://www.estyn.gov.wales/sites/default/files/documents/Curriculum%20innovation%20in%20primary%20schools%20-%20en.pdf> Accessed on: 21/11/2018

arrangements have been subject to external scrutiny and audit and the recommendations from these several reports have resulted in arrangements evolving and improving.

The preparedness of schools and teachers for delivering the new curriculum and to what extent some of the concepts of Professor Donaldson's Successful Futures review are being tested and carried out already;

Estyn's thematic report on *Curriculum innovation in primary schools* (May 2018) highlighted emerging interesting practice in curriculum development. It focused on how primary schools are beginning to address some of the concepts in the *Successful Futures* review, with case studies from primary schools. Estyn held four conferences across Wales in May 2018 where primary schools and Regional Consortia staff were invited to hear the key findings from the report and interesting practice developed by selected primary schools. Estyn is about to begin fieldwork for a similar thematic report for secondary schools.

It is difficult to determine nationally the level of non-pioneer schools' preparedness for designing their new curriculum. However, the Regional Consortia have raised awareness and have helped schools to start thinking about the new curriculum by:

- Sharing various versions of a 'Readiness profile' to help them understand where they are on a continuum of preparedness⁷;
- Providing change management training sessions to senior leaders; and
- Providing grants to develop collaborative network and encourage school-to-school learning.

Our inspection and other work suggests that a few primary and secondary schools have started to embed the concepts of *Successful Futures* across many areas of their curriculum. Overall, a minority of secondary schools and around half of primary schools are beginning to trial a few new ways of working, in line with the recommendations in *Successful Futures*. In order to support more schools to prepare for the new curriculum, pedagogy and assessment arrangements, it would be helpful if the professional learning offer was now tailored more towards meeting the needs of and addressing the different starting points of individual providers. This would support schools, whatever their state of readiness, to start to prepare for the creation of a new curriculum.

The role of the Curriculum and Assessment Group in ensuring the development of the curriculum is on track and the outcome of its 'checkpoint' meeting of 5 - 6 November 2018 to review progress;

The Curriculum and Assessment Group comprises professionals with expertise and experience in curriculum development and assessment. The Curriculum and Assessment Group serves as a useful reference point to support developments – providing advice and guidance to the Welsh Government and Pioneer Schools – rather than having a role in keeping the project 'on track'. Throughout the process, the Curriculum and Assessment Group has recognised 'workforce ownership' and remained committed to the principle of co-construction. Acting in this spirit, the Curriculum and Assessment Group issues information, advice and guidance in a non-prescriptive manner.

While the Curriculum and Assessment Group has no decision-making power, it has played an important and useful role in securing progress. For example, while *Successful Futures*

⁷ Central South Consortium (2018) *Curriculum for Wales – Readiness Tool*. [xls] Available online at: <https://www.cscjes-cronfa.co.uk/api/storage/343d86fe-c071-4cb4-8562-7ee67ab2a163/5ReadinessToolJan2018.xlsx> Accessed on: 21/11/2018

provided clear guidance on curriculum and assessment principles, further work was needed to conceptualise these in a way that was fit for practice. The Curriculum and Assessment Group suggested a framework and an approach that later became known as the 'What Matters' statements. This progress built on previous work carried out by Professor Wynne Harlen setting out the 'big ideas' of science education⁸.

It would be helpful for the Curriculum and Assessment Group to continue to be involved in the next stages of the curriculum reform process as its members have considerable expertise and experience to share in curriculum and assessment development. Their advice and guidance would be invaluable to the Welsh Government during the next period of curriculum development and enactment.

Progress in developing new assessment arrangements;

The Curriculum and Assessment Group provided helpful and supportive advice and guidance to the groups responsible for developing the Areas of Learning and Experience and developing the Achievement Outcomes within the Progression Steps. However, progress in developing assessment theory and practice and their relationship to pedagogy was paused at the end of Strand 1.

It remains unclear how the Welsh Government will take forward important recommendations issued by the 'Assessment and Progression' Group during Strand 1. For example:

“Training for serving teachers in formative assessment should be developed across Wales as a priority. This training should be consistent and supported across all consortia” (p.17)⁹

and

“Training for leaders and managers in relation to their role in promoting formative assessment within their schools should be prioritised and provided across Wales” (p.17)¹⁰.

The Welsh Government have recently restarted work to progress the development of assessment practices relating to the new curriculum. They have convened a new assessment group made of pioneers from each the Areas of Learning and Experience, the four regional consortia, Estyn and Qualification Wales. This group has been tasked with developing new guidance to accompany the first curriculum release in April 2019, although there appears to be no clear role for Curriculum and Assessment Group in this. While Welsh Government have arranged for a member of the Curriculum and Assessment Group, Dame Professor Alison Peacock, to talk to the assessment pioneer group, it would be helpful for Welsh Government to consider how the Curriculum and Assessment Group's expertise and experience can continue to inform their element of the work.

In general, Estyn would welcome closer alignment between different existing working groups to develop a common understanding of the links between assessment, curriculum and

⁸ Harlen, W. et al (2010) *Principles and big ideas of science education*. [pdf] Available online at: <https://www.aiaa.org.uk/content/uploads/2010/06/Big-ideas-pdf.pdf> Accessed on: 20/11/2018

⁹ Welsh Government - Assessment and Progression Working Group (2017) *Strand 1 – January Interim Report: Assessment and Progression Working Group – interim report*. [pdf] Available online at: <https://s3-eu-west-1.amazonaws.com/csc-live-thingi-storage/15/4a/e4/d0/9cf94f5ca4fb750c15509927/Strand%201%20-%20Assessment%20and%20Progression.pdf> Accessed on: 19/11/2018

¹⁰ *ibid* (2017)

pedagogy. While it is important that pioneers develop the curriculum and its progression steps, there needs to be a stronger understanding of the research evidence on effective assessment practices to accompany this.

The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050;

Estyn welcomed the Welsh Government's commitment to increase the number of Welsh speakers to a million by the year 2050¹¹. The vision laid down in *Successful Futures* supports this commitment and a new school curriculum will play a vital role in promoting and celebrating learners' Welsh language, heritage and culture (Article 30 of the UNCRC).

In terms of securing the Welsh language in the new curriculum, the main aspects of debate have centred on the development of a Welsh language continuum¹² - considering what this may look like in schools and how it could be practically implemented. Progress in learning Welsh is related to the language medium of the school (i.e. Welsh medium, English medium, bilingual). In practice, it is more difficult for pupils in English medium schools to make as much progress in developing their Welsh language skills as those in Welsh medium schools. It has therefore been challenging for the Progression Steps and Achievement Outcomes to reconcile these differential rates of progress in language acquisition in the development of one continuum and one progression framework for languages in Wales.

Language learning does not happen in the same way, irrespective of age and the experience of learning other languages. From a modern foreign language (MFL) or international languages perspective, emphasis should be given to the development of the receptive skills, listening and reading in the early Progression Steps. The development of these skills are a pre-requisite to speaking any language. Without this, it is likely that less confident teachers will put more stress on writing element of language development (which is an issue in current MFL teaching). It is difficult to differentiate progress for learners of an additional language (Welsh or otherwise) between Progression Steps 4 and 5. Estyn would welcome further attention being given to this.

Estyn inspectors have supported the Languages, Literacy and Communication Area of Learning and Experience group as they work on preparing differentiated outcomes for the achievement outcomes and knowledge, skills and experiences needed for the different language streams. The Languages, Literacy and Communication Area of Learning and Experience group has considered several models, including the Common European Framework of Reference (CEFR) for Languages model¹³ to develop expectations for international languages. To support progress in this area of work, Estyn inspectors have prepared discussion papers for the group to consider. While contributions from group members of the Language, Literacy and Communication Area of Learning and Experience are valuable, there are some challenges in balancing specialist and non-specialist contributions relating to the development of the Welsh language.

More work is needed to ensure that these developments are evidence-based and research-informed and Estyn looks forward to continue to contribute to this discussion.

Welsh Government has taken steps to address the actions noted against the enabling objectives, set out in *Education in Wales: Our national mission*. Many of these actions

¹¹ Welsh Government (2017) *Cymraeg 2050: A million Welsh speakers*. [.pdf] Available online at: <https://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-eng.pdf> Accessed on: 20/11/2018.

¹² *ibid* (2017).

¹³ Council of Europe (2001). *Common European Framework for Reference for Languages: Learning, teaching, assessment*. [.pdf] Available online at: <https://rm.coe.int/1680459f97> Accessed on: 16/11/2018

complement the new curriculum. For example, consideration of the new curriculum for Wales has been part of the accreditation criteria for strengthening initial teacher education (objective 1). The new curriculum for Wales places paramount importance on effective pedagogy which complements enabling objective 1: developing a high quality education profession. This emphasis is welcomed. However, from inspection evidence, we know that teaching is one of the weakest aspects and we would welcome a greater alignment between professional learning and curriculum reform.

There has been good progress in establishing the National Academy for Educational Leadership, although it is too early to comment on the impact this organisation and the creation of new leadership programmes will have on curriculum reform/for Wales (objective 2). The creation/design of the new Curriculum for Wales has placed a greater emphasis on working with partners and a stronger focus on equity and learner wellbeing (objective 3). Removing the requirement to report at a national level for teacher assessment has removed some of the perceived barriers around accountability (objective 4). This gives the opportunity for schools to focus on high quality learner experiences.

Any other issue stakeholders wish to draw to the Committee's attention.

Digital Competence Framework

Successful Futures recognised the importance of education in supporting children to interact with dynamic digital environments and to navigate their way through a rapidly changing virtual world¹⁴. New technologies play an increasingly important and vital role in our everyday lives; reshaping how we learn, how we access and gain new information, how we interact with one another and how we engage with the world of work¹⁵. Digital technologies are already having a profound impact on how we support learners to learn and unlock new possibilities that benefit the learning experience. While these technologies offer many benefits to children, they do not come without risk¹⁶.

Therefore, Estyn welcomed the Welsh Government's early commitment to develop a Digital Competence Framework¹⁷ as part of the curriculum reform programme. This was the first element of the new curriculum to be made available to schools and was designed to help teachers incorporate skills into the curriculum that will help all our learners thrive in an increasingly digital world.

Although the Welsh Government updated its guidance in June 2018¹⁸, our recent thematic report found that school leaders are unclear about when they need to implement the Digital Competence Framework. In the report we recommend the need to :

¹⁴ Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. [pdf] Available online: <https://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf> Accessed on: 19/11/2018

¹⁵ Young Foundation (2010) *Plugged in, untapped: Using digital technologies to help young people learn to lead*. [pdf] Available online at: <https://youngfoundation.org/wp-content/uploads/2012/10/Plugged-in-untapped-September-2010.pdf> Accessed on: 21/11/2018

¹⁶ Lievens, Eva and Livingstone, Sonia and McLaughlin, Sharon and O'Neill, Brian and Verdoodt, Valerie (2017) *Children's rights and digital technologies*. In: Liefwaard, Ton and Kilkelly, Ursula, (eds.) *International Human Rights of Children*. Springer International: Switzerland.

¹⁷ Welsh Government (2018) *Digital Competence Framework*. [xls] Available online at: <http://learning.gov.wales/docs/learningwales/publications/181105-digital-competence-framework-en.xlsx> Accessed on: 21/11/2018

¹⁸ Welsh Government (2018) *Digital Competence Framework guidance: Update – June 2018*. [pdf] Available online at: <http://learning.gov.wales/docs/learningwales/publications/180620-dcf-guidance-2018-en.pdf> Accessed on: 21/11/2018

“Communicate clearly to schools the expectations for embedding the DCF, including timescales.

Ensure that initial teacher education courses provide new teachers with the necessary skills to realise the DCF successfully.

Improve the audit tool so that it better meets the needs of schools in assessing teachers’ confidence to deliver the DCF” (p.5)¹⁹.

¹⁹ Estyn (2018) *Preparing for the Digital Competence Framework (DCF)*. Available online at: <https://www.estyn.gov.wales/sites/default/files/documents/Preparing%20for%20the%20DCF%20eng.pdf> Accessed on: 21/11/2018

**Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education
Committee**

**Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru |
Welsh Government's progress in developing the new Curriculum for Wales**

CR 05

**Ymateb gan: Comisiynydd Plant Cymru
Response from: Children's Commissioner for Wales**

Date / Dyddiad: 12/2018

Subject / Pwnc: Welsh Government's progress in developing the new Curriculum for Wales

Background information about the Children's Commissioner for Wales

The Children's Commissioner for Wales' principal aim is to safeguard and promote the rights and welfare of children. In exercising their functions, the Commissioner must have regard to the United Nations Convention on the Rights of the Child (UNCRC). The Commissioner's remit covers all areas of the devolved powers of the National Assembly for Wales that affect children's rights and welfare.

The UNCRC is an international human rights treaty that applies to all children and young people up to the age of 18. The Welsh Government has adopted the UNCRC as the basis of all policy making for children and young people and the Rights of Children and Young Persons (Wales) Measure 2011 places a duty on Welsh Ministers, in exercising their functions, to have 'due regard' to the UNCRC.

This response is not confidential.

Introduction

I welcome Welsh Government's commitment to transforming the education system and improving the lives of children and young people. The production of the draft curriculum is key to this transformation and offers an exciting opportunity for Wales to state new and relevant commitments to children and young people throughout their education. The curriculum will

have wide-reaching effects, not only in the universality of its impact but also in that it will alter practice, pedagogy and the wider systems that are in place to support children and young people to develop their talents and skills to the full.

There is much in the process of curriculum reform that has been innovative and highly encouraging. Commended by the OECD¹, the reform journey is enabling wide-reaching considerations over a sustained period of time, with a continued focus on the teaching profession co-creating a curriculum that supports the holistic development of children and is inclusive of their wellbeing. Notwithstanding my broad support for this process, my response focuses on important areas in which the approach could be improved to enable better outcomes for the children and young people of Wales. I make the following points:

- I welcome the inclusion of children’s rights in the latest draft of the AoLE achievement outcomes seen by my office, and outline how Welsh Government can further align curriculum development to their commitment to the rights of children.
- I welcome the principle of co-production of the curriculum with the wider teaching profession but describe the missed opportunity to systematically extend this co-production to children and young people. Enabling the participatory rights of children and young people at a national level offered a chance to innovate a development model that integrated the principles of the Well-Being of Future Generations (Wales) Act with a children's rights approach. Had this opportunity been taken at a national level, this leadership from Government would have modelled how children and young people could be systematically engaged in curriculum design at a school level, as envisaged by the subsidiarity model recommended in *Successful Futures*.
- It is essential that children and young people are now meaningfully involved in the on-going development of the new curriculum. This is particularly important to ensure that assessment procedures are consistent with a children’s rights approach designed to promote self-esteem and optimum development.

¹ <http://www.oecd.org/education/school/thewelshededucationreformjourneyarapidpolicyassessment.htm>

- I am heartened by the engagement of government with my office around the development of curriculum. However, wider civic society could be more meaningfully engaged if the role of the strategic stakeholder group is made clearer within the governance structure, and the members of this group are aware how their discussions will inform the development process. In particular, I am disappointed that the youth work sector has not had a greater role in the development process.
- I strongly welcome the prioritisation of young people's wellbeing within the curriculum but highlight the need for Government to take a joined-up approach to young people's wellbeing.
- I highlight the need for professional learning around the new curriculum to encompass the principles of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Children's rights in the new curriculum

To safeguard the long term needs of children through their educational experience a clear commitment to their rights should be included in new legislation for curriculum and assessment. In addition, as described in my position paper, *Human Rights Education in the New Curriculum*² this is an important opportunity for a generation of children and young people to learn about their human rights through their own experience. I am therefore encouraged to see that the latest iteration of achievement outcomes seen by my office in November 2018 include specific reference to the rights of children in both the Humanities and the Health and Wellbeing AoLEs.

Further alignment to children's rights

I am hopeful that the Guiding Principles of all the AoLEs will also integrate the UNCRC across the entire curriculum and this, alongside the inclusion of the UNCRC on the face of the Bill, would align the curriculum with Welsh Government's commitment to children's rights in the following ways:

² <https://www.childcomwales.org.uk/wp-content/uploads/2018/11/CCFW-Children-Rights-and-Curriculum-Reform-Position-Paper-2018.pdf>

- Reinforcing the commitment to the rights of learners stated in the new Professional Standards for Teaching and Leadership, in which ‘the needs and rights of learners will be central and take priority in the teacher’s approach to their job.’³
- Aligning the new curriculum with the due regard duty included in the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and thereby ensuring a coherent legislative framework in which the provisions of the UNCRC are applied to the education of all children.
- Providing a highly effective mechanism to support Welsh Government to meet its responsibility for requiring full compliance with the UNCRC, and thereby having a substantive positive impact on Article 4 (General Measures of Implementation) of the UNCRC.
- Demonstrating the exercise of the ministerial duty (under the Rights of Children and Young Persons (Wales) Measure 2011) to pay due regard to the UNCRC.

Involvement of Young People

The right to participate is a guiding principle of the UNCRC and as such represents an underlying requirement for children’s rights to be realised. I have been publically calling for the participation of children and young people in the curriculum design since 2015, making recommendations to this effect in my Annual Reports of 2015/6⁴ and 2017/8⁵. This 2015/6 recommendation was positively received by Welsh Government⁶ and during this period I have also been repeatedly reassured by officials that plans were underway to develop this participation. In addition to these public calls my office has tried a collaborative approach to encourage and initiate this involvement. This has included facilitating three groups of young people to present at the

³ Professional Standards for Teaching and Leadership, Welsh Government 2017
<http://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-andleadership-en.pdf>

⁴ <https://www.childcomwales.org.uk/wp-content/uploads/2017/01/Annual-Report-1516-Adroddiad-Blynyddol.pdf>

⁵ <https://www.childcomwales.org.uk/wp-content/uploads/2018/09/Annual-Report-2017-18.pdf>

⁶ <https://gov.wales/docs/dsjlg/publications/cyp/161130-response-to-annual-report-en.pdf>

Independent Advisory Group; advising government as to different models of participation that could be considered; offering my staff to deliver a 3-day extended workshop between my office, working group pioneers, academic expertise and young people; and offering the engagement of my own participatory networks in the development process. Of these offers, only the Independent Advisory Group session actually took place, and while Government expressed verbal or written interest in all of the other actions I suggested, none have been taken up to instigate an engagement process.

This is despite apparent intentions that children and young people would participate in curriculum design. In 2016 a sub-group of the strategic stakeholder group was established to look specifically at participation, and my office was represented on this group. The group undertook a mapping exercise of existent participation structures with the children and youth sector but no action was taken as a result of this exercise. This group was then suspended (with no reason given to its members) and had a hiatus of almost 2 years before it was re-initiated in September of 2018. At this 2018 meeting it seemed that officials were unaware of the previous mapping exercise.

It is positive to see that further meetings of this group are planned but given the stage of curriculum design the involvement of children and young people is likely to be restricted to an opportunity to respond to an already developed framework in a consultation, rather than including children's and young people's expertise as learners to inform the development of the framework itself. Hart's participation model⁷, which is widely used both in Wales and internationally, would describe this level of participation as 'young people are consulted and informed'. It seems less probable at this stage that young people will be enabled to share decision making, as I called for in my 2015/6 Annual Report. To do this would have required a systematic process where young people's own experiences could inform the development of the What Matters statements into curriculum content and where they were included in the process

⁷ <https://www.unicef-irc.org/publications/100-childrens-participation-from-tokenism-to-citizenship.html>

to define achievement outcomes at each progression step. This is a real gap in the principle of co-production. There are several existing structures across Wales that could have been utilised to meaningfully incorporate different types of participation, as would have been clear from the mapping exercise carried out by the children's and youth sector. Consideration could also have been given to how young people would have a meaningful role in the governance structure. There was also an opportunity within the role of Pioneer Schools to formalise expectations for how children and young people could work together with their teachers to inform the AoLE working groups. Individual teachers and schools have indeed done this in some instances but as an informal process this is inconsistent and does not provide any equitable means of participation across Wales.

This is most frustrating for young people themselves. My office has worked with several schools and youth fora in which young people have identified the new curriculum as a key priority. In these contexts young people have discussed and debated Successful Futures and have created presentations, displays and writing to share and develop their own priorities for the new curriculum. It is inspiring to see this depth of engagement and deeply disheartening that there has been no mechanism by which these young people have been able to share their insights with the adults developing the curriculum. Enabling the participatory rights of children and young people at a national level could have been part of an innovative model that integrated the Five Ways of Working of the Wellbeing of Future Generations (Wales) Act with a children's rights approach.⁸ It would ensure the curriculum was developed in line with the principles of the Children and Young People's National Participation Standards⁹ and support the realisation of Welsh Government's commitment to the participatory rights of children. Had this opportunity had been taken at a national level, this leadership would also have modelled how children and young people could be systematically engaged in curriculum design at a school level as the curriculum is delivered.

⁸ <https://www.childcomwales.org.uk/wp-content/uploads/2017/04/The-Right-Way.pdf>

⁹ <http://www.childreninwales.org.uk/our-work/participation/participation-standards/>

Future engagement of children and young people

Clear guidance should accompany the curriculum to show how children and young people can participate in curriculum design at a school level in the subsidiarity model but prior to this point there are still important ways in which children and young people can be involved.

It is imminently important that children and young people's views about and experiences of assessment are included in the design of assessment arrangements. Including the lived experiences of young people to develop assessment procedures that promote self-esteem and optimum development is essential to enable health and wellbeing to be an integral experience of young people across the curriculum. Enabling participation in the development of assessment for, of and as learning helps to ensure that assessment is experienced positively rather than as a threat to children and young people's wellbeing. Recent research in Wales highlights the importance of this. Data from the Health Behaviour in School Aged Children in Wales¹⁰ shows 39% of respondents stating they feel pressured, this increasing from 22% in year 7 to 59% in year 11. This may have a direct impact on young people's overall experience of their education, with only 16% of pupils in years 10 and 11 in the responding that they liked school 'a lot'. The WISERDEducation survey¹¹ reinforced this: 25% of girls indicated they felt worried at school, compared with 16.5% of boys. This underlines not only the need for including young people's experience in the design of assessment but also the need to do this systematically, as different groups of young people, in this case boys and girls, can have significant differences in their experience of the same procedures.

¹⁰ <https://gov.wales/docs/caecd/research/2015/151022-health-behaviour-school-children-2013-14-key-findings-en.pdf>

¹¹ <https://wiserd.ac.uk/news/girls-may-perform-better-school-boys-their-experience-much-less-happy>

Research around GCSE reform in Wales shows that young people feel the pace of assessment reform is happening too rapidly and that they should be consulted to ensure that their best interests are taken into account.¹² Recent qualification changes can be perceived to reflect political reasons, leaving young people to feel like they are part of an experiment in new qualifications, with little regard to the lifelong repercussions that could ensue. To avoid a situation in which young people, and potentially their parents and the wider public, perceive new assessment arrangements in this way it is necessary for both an immediate and ongoing engagement of young people in decision making. This engagement should include children and young people of all ages as the pressure caused by assessment is also not restricted to secondary settings: early indications from my 2018 nationwide *Beth Nawr* consultation suggest that assessment is also causing significant worry for primary-aged children.

Wider engagement with external expertise

I am heartened by the engagement of government with my office around the development of curriculum. However, the engagement of wider civic society, as envisaged in *Successful Futures*, has not been as inclusive of many sectors as could have been beneficial. The Strategic Stakeholder Group, on which my office is represented, has been primarily facilitated to inform and update attendees, with opportunities for discussion limited. Occasionally members of the group have presented elements of their work to each other but it has not been made clear how these presentations will be communicated within the governance structure or indeed if the group has a role in informing wider work.

The role and influence of the Independent Advisory Group (IAG) has also at times been unclear, as there have been occasions when this group has strongly supported areas of work which have

¹² Barrance, R. & Elwood, J. (2018) National assessment policy reform 14–16 and its consequences for young people: student views and experiences of GCSE reform in Northern Ireland and Wales, *Assessment in Education: Principles, Policy & Practice*, 25:3, 252-271, DOI: 10.1080/0969594X.2017.1410465

not been taken forward: an example of this is the support of the IAG for the participation of young people in the development process.

In particular, I am disappointed that the youth work sector has not played a bigger role to date in informing curriculum design. I am aware that the Youth Work Reference Group and the Principle Youth Officers Group have communicated to government that the youth work sector is keen to contribute their expertise to curriculum development and, particularly, to *how* the curriculum might be taught.¹³ Youth workers are in daily contact with many young people, including some that face significant challenges at school. The professional methodology and experience of youth-workers is a huge resource in Wales that can be drawn on to enhance the experiences of young people across their education and to support the professional learning of teachers. This may be particularly of relevance to the Health and Wellbeing AoLE, as this an area that has not previously been prioritised within formal education but in which in the youth work sector has considerable expertise. I am hopeful that the ongoing development of the curriculum will draw more on the expertise of this sector than has thus far been the case.

Joined up approach for young people's wellbeing

As Commissioner I am apprised of a wide range of policy developments for children. From early 2017 I became concerned at the parallel initiatives in the curriculum reform process and the Together for Children and Young People Programme to improve early support for young people's wellbeing in schools. I made a number of representations to the programmes and relevant ministers to bring these work streams together so that multi-disciplinary expertise might be maximised in a coherent fashion. I am relieved to note the establishment of the Joint Ministerial Task and Finish Group on a whole-school approach to emotional wellbeing and mental health. Further join-up is needed to ensure that the work of this task and finish group is not taken disparately to curriculum reform. A joined-up approach is needed that should encompass the

¹³ <https://www.wlga.wales/SharedFiles/Download.aspx?pageid=62&mid=665&fileid=738>

new curriculum, the work of the Joint Ministerial Task and Finish Group on a whole-school approach to emotional wellbeing and mental health, the work of the Together for Children and Young People Programme, and the governmental response to the OECD recommendation that the Welsh Government should establish a 'national definition of student wellbeing and guidance and instruments(s) for monitoring it'¹⁴.

There is also a need to ensure that the developed approach:

- links to the Evaluation for Improvement tool being developed by Estyn and the OECD;
- best enables schools to use the data they receive from participation in the School Health Research Network;
- takes into account the well-established Healthy Schools Scheme;
- is in line with the review of Welsh Government's Respecting Others anti-bullying guidance;
- corresponds to the role of schools in the Online Safety Action Plan¹⁵.

If there are several monitoring systems developed to measure or assess wellbeing, and to evaluate schools approaches to it, then there is a risk that this will be confusing or overwhelming and could significantly complicate the implementation of new approaches. Young people in Wales need adults across sectors to work together to get this right.

Professional Learning and Additional Learning Needs

There is also an important opportunity to ensure that professional learning for the new curriculum goes in hand with the professional learning necessary for successful implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018. As teachers develop their learning around the new curriculum there should be a simultaneous focus on the principles of the ALN Act, so that from the outset professionals work with the new framework to ensure

¹⁴ <http://www.oecd.org/education/Developing-Schools-as-Learning-Organisations-in-Wales-Highlights.pdf>

¹⁵ <https://beta.gov.wales/sites/default/files/publications/2018-07/online-safety-action-plan-for-children-and-young-people-in-wales.pdf>

differentiated learning appropriate to fully develop the skills and talents of every child and young person.

Submitted by:

A handwritten signature in black ink, appearing to read 'Sally Holland', written in a cursive style.

Professor Sally Holland

Children's Commissioner for Wales

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education
Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru |
Welsh Government's progress in developing the new Curriculum for Wales

CR 06

Ymateb gan: Gwasanaeth Addysg yr Eglwys Catholig
Response from: Catholic Education Service

5th December 2018

**Consultation Response: The Children, Young People and Education Committee scrutiny
of the Welsh Government's progress in developing the new Curriculum for Wales**

Organisation responding: The Catholic Education Service

The Catholic Education Service is the education agency of the Catholic Bishops' Conference of England and Wales. The Bishops' Conference is the permanent assembly of the Catholic bishops of England and Wales and the CES, as an agency of the Bishops' Conference, is charged with promoting and securing education on behalf of the bishops.

The Catholic Education service welcomes the key principles set out in *Education in Wales: Our National Mission* and fully supports the recent developments in the educational landscape of Wales, including the establishment of the National Academy for Educational Leadership; the developing confidence of the education workforce, particularly as students of the curriculum; the *Professional Standards for School Practitioners in Wales* and the *Professional standards for teaching and leadership*; the emerging changing nature of Estyn and the role of the education regions; and, for the purposes of this consultation, some of the key drivers underpinning the development of the new curriculum in Wales. Key amongst those are the focus on academic research, the use of highly research-focused school practitioners in the development of the curriculum and the collaborative nature of their work with colleagues in the wider educational landscape.

Specifically in terms of the Catholic Church's relationship with the Welsh Government, the Catholic Education Service wishes to set on record our thanks to senior officers of the Welsh Government for the high levels of supportive and constructive partnership-working evidenced throughout these developments. There is a very clear recognition in Welsh Government of the rights (not least under Charity Law) and responsibilities of Catholic Bishops to direct and inspect on the moral and religious formation of children and young people in Catholic schools in Wales.

We particularly welcome the many meetings that have taken place between the Catholic Education Service and Welsh Government on the areas of Religious Education and Relationships and Sexuality Education, which have ensured these rights are protected within the developments of the new curriculum. We also welcome the Welsh Government's commitment to funding the development of 'Curriculum Guidance' materials for Catholic schools, which will help set out how Catholic schools can develop and deliver the new curriculum in Wales, whilst fulfilling the requirements of their Bishops circumscribed in Canon Law and UK Legislation.

This level of partnership-working is a strength of national policy and practice in Wales and we look forward to continuing to work with the Welsh Government in the further development and implementation of the new curriculum. We would be happy to meet with you at a Children, Young People and Education Committee meeting to explore this further.

In terms of the areas of interest outlined in the consultation letter, we are unable to comment specifically on them but we do know that Catholic Pioneer Schools are very involved in the development of the new curriculum and we have asked local diocesan officers to encourage their schools to respond to this consultation.

Yours sincerely,

Philip Manghan.

**Rev Dr Philip Manghan
Education Adviser (Wales)**

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 07

Ymateb gan: Cymdeithas Genedlaethol yr Ysgolfeistri ac Undeb yr Athrawesau Response from: The National Association of Schoolmasters Union of Women Teachers (NASUWT)

1. The NASUWT welcomes the opportunity to submit written evidence to the Children, Young People and Education Committee (CYPEC) in their scrutiny of the Welsh Government's progress in developing the new Curriculum for Wales.
2. The NASUWT is the largest teachers' union in Wales representing teachers and school leaders.

GENERAL COMMENTS

3. The NASUWT maintains that Wales has a high-quality system of public education which is amongst the best in the world, and the National Assembly for Wales, the CYPEC and the Welsh Government should ensure that:
 - i. the public service ethos and values which are the foundation of quality public education for all are secured for future generations;
 - ii. the facts about the success of public education in Wales are promoted widely;
 - iii. steps are taken to secure an informed public debate about the quality of public education in Wales;
 - iv. the success of public education is publicly acknowledged and celebrated; and
 - v. international rankings of the performance of education systems are not used as the basis for driving developments in respect of national education policy.
4. The CYPEC should ensure that the Welsh Government builds on what has been successful in public education by:
 - i. securing continued increased investment in schools;

- ii. recognising that the workforce is fundamental to maintaining high-quality provision with conditions of service that enable effective working and recruit the best;
 - iii. improving the availability and quality of support for children, young people and families (including the provision of extended services in and around schools);
 - iv. securing excellence and genuine equality of opportunity for all learners;
 - v. substantially increasing support for teacher development;
 - vi. ensuring that teachers' professional practice is focused on teaching and leading and managing teaching and learning;
 - vii. establishing better support for teachers to secure a good behaviour climate in classrooms; and
 - viii. taking party politics and market principles out of public education, ensuring that policy developments are evidence-based.
5. The NASUWT also maintains that securing high outcomes for all children and young people means that action is needed to:
- i. provide a broad, balanced and relevant curriculum experience fit for the 21st century;
 - ii. ensure parity of esteem between academic and vocational pathways and the cognitive, emotional, cultural, creative, ethical and social dimensions of learning;
 - iii. require all publicly funded schools and colleges to work together to secure a comprehensive curriculum entitlement for all 14-19 year olds;
 - iv. equip children and young people to be research-driven problem solvers;
 - v. extend entitlement for all children and young people to high-quality academic and vocational education, coupled with equality of access to high-quality, practical, hands-on, work-based learning opportunities;
 - vi. refocus the accountability system to reflect and support the expectation that all young people should remain in education and training until age 18;
 - vii. restore teacher morale by tackling poor employment practices, securing professional entitlements and respect for teachers, and refocusing the efforts of teachers and headteachers as the leaders of teaching and learning;
 - viii. establish teaching as a Masters-level profession and raise the pay of teachers in recognition of the increased knowledge and skills they bring to the job; and
 - ix. ensure access to high-quality professional development for all teachers throughout their careers.
6. It is clear to the NASUWT that the Professor Donaldson's *Successful Futures: Independent Review of Curriculum and Assessment Arrangements* recommended significant reforms to current arrangements in line with many

of the principles that the NASUWT sets out above, which were first published in the NASUWT report *Maintaining World Class Schools*.¹

7. While the Welsh Government has accepted the recommendations in *Successful Futures*, and they were generally welcomed by the NASUWT and the profession, the Union has warned that the implementation plan risks excluding the profession from meaningful engagement in the development of policy, in direct contradiction to the key principle set out in the review that the new curriculum should be 'built for the profession, by the profession'.

8. The report itself states:

'One of the tenets of the Review has been the desirability of engaging schools and teachers more directly in shaping the curriculum in ways that meet the needs of their children and young people. For the future, it will be important to nurture and encourage local ownership and responsibility within a clear framework of expectation and support that provides necessary direction and a sense of national purpose.'

9. The NASUWT is concerned that the principles set out in *Successful Futures* regarding subsidiarity and encouraging local ownership and responsibility within a clear national framework of expectation and support have been dissipated.

10. The NASUWT wishes to ensure that the voices of teachers and school leaders are at the heart of developments around curriculum and assessment policy and will continue to campaign to ensure that the Welsh Government moves forward on this basis. The Union seeks the support of the CYPEC in fulfilling that aim.

11. The NASUWT believes that the generality of teachers, including many in the Pioneer Schools network, are currently feeling disenfranchised from the process of building the new curriculum and the Union would not wish to see the mistakes made in Scotland and England, where there was insufficient engagement with the profession, repeated in Wales.

12. In Scotland, significant workload implications have resulted at school level due to the lack of clarity in structures, programmes and engagement at a higher level.

13. In England, despite the close involvement of the NASUWT and other trade unions at stakeholder level with detailed information on progress, the lack of ability to influence curriculum design and content has had a serious impact on schools and staff.

¹ NASUWT, *Maintaining World Class Schools*, April 2013, <https://www.nasuwt.org.uk/advice/in-the-classroom/inspection-and-accountability/inspection-in-england/ofsted-inspection/world-class-schools.html>

14. The NASUWT reiterates the view set out in previous evidence to the CYPEC that such a situation can be avoided in Wales if the design of new curriculum and assessment arrangements is workload impact assessed at every stage of development in the Pioneer Schools.² However, the lack of transparency and detailed information over the work being undertaken in the Pioneer Schools does not inspire confidence that workload is being considered.
15. Furthermore, the NASUWT notes that a key theme in the Welsh Government's *Prosperity for All*: the national strategy relates to pupils who are 'Ambitious and learning':

'Our education system must stretch the brightest, while at the same time making sure everyone attains the essential level of skills to build on in later life.'

*'The national strategy will support every learner to overcome the barriers to reaching their full potential. It will reform our approach to additional learning provision, to place learners, parents and carers at the centre of support and develop the skills of the workforce to deliver effective, specialist support for learners at key stages in their lives.'*³

16. The NASUWT believes that there is far to go before such effective specialist support is achieved in a credible way for all school-based practitioners.
17. The overall view of the current position is that NASUWT members report that they have lost faith in the progress and development of the reforms and that trust and belief in the process has been seriously undermined.

SPECIFIC COMMENTS

18. The NASUWT offers the following comments and observations on the areas under scrutiny by the CYPEC.

Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019

19. The NASUWT maintains that there is no equitable or indeed linear development across Wales as far as the curriculum is concerned. The Union also believes that there are many presumptions around the philosophy behind the proposed Wales curriculum design and that the emerging curriculum design may differ considerably from those that eventually result on a national basis.
20. The NASUWT notes that Estyn has identified that:

'the curriculum lacks coherence and has become over-crowded, disjointed or patchy.'

² <http://senedd.assembly.wales/mgIssueHistoryHome.aspx?IId=12513>

³ Welsh Government, *Prosperity for All: the national strategy*, 2017 <https://gov.wales/about/programme-for-government/?lang=en>

And

*'there is still too much emphasis on stand-alone projects or bolted-on elements to the curriculum rather than a fully integrated approach to curriculum planning'*⁴

The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design

21. It is the experience of the NASUWT that in many Pioneer Schools the so-called 'co-construction' is being undertaken by a small select group of staff, usually at a senior level, and education 'experts'. In many cases, the majority of other staff in the school are not involved, are not engaged and have little information as to any of the work being undertaken.
22. It is clear to the Union that there has been a lack of meaningful engagement with staff. If the principles set out in *Successful Futures* mean that the whole of the wider education workforce should be involved, particularly classroom practitioners, then the current developments are evidently failing the test.
23. The NASUWT notes that the report for the Welsh Government, *Formative Evaluation of the Pioneer School Model*, states:

*'Pioneer School representatives – senior managers and other practitioners engaged in the process – are enthusiastic about their experiences of being involved in the curriculum reform process.'*⁵
24. The NASUWT is concerned that in schools the big decision to change the curriculum has been made by senior staff and by those directly involved with the new design in Pioneer Schools. This is often perceived to be at an 'expert level', with little consideration for the views of the majority of teachers in the school.
25. The Union maintains that the majority of school staff are not engaged with the project and have had little information regarding any progress being made, while the rhetoric of the curriculum being co-constructed with the profession is far from the reality of the situation.
26. The NASUWT is extremely concerned that current versions of the design of the curriculum will reduce the need for specialist subject teachers as well as the traditional distinction between core and foundation subjects. This may cause schools and local authorities to reduce costs by lowering teaching staffing levels, leading to redundancies or the loss of key leadership posts in staffing structures.

⁴ Estyn thematic review, *Curriculum innovation in primary schools*, May 2018.

⁵ Arad/ICF Consulting, *Formative Evaluation of the Pioneer School Model, Final Report*, July 2018.

The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE)

27. The NASUWT notes that Estyn has also stated that:

'Most pioneer schools have focused on delivering aspects of the AoLEs. However, they have not considered well enough the way teachers deliver their lessons or the impact of teaching approaches on pupils' learning and achievement' ⁶

28. The Union notes that the Working Groups published updates on their designs for the AoLEs and provided these to the Curriculum and Assessment Group in December 2017. This is now some 11 months ago and the NASUWT is only aware of one further update which was presented to the Strategic Stakeholder Group on December 4th and involved a draft Curriculum plan for the 'Health and Wellbeing' AoLE.

The involvement of academic and other external expertise in informing curriculum design

29. Alongside other elements of the reform programme, the NASUWT does not have a clear idea of who is involved in providing external expertise, where they are undertaking the work, what they are saying and doing and how this is feeding into the work being undertaken in schools. This is again one of the fundamental flaws of the project.

30. In some instances, the NASUWT understands that senior staff leading the development in Pioneer Schools have little or no expertise in the area of the curriculum with which they are engaged.

31. The NASUWT has serious concerns that the methodology now being used to develop the curriculum will result in a programme that will not stand up to scrutiny in the long term as it will not have been properly tested by teachers in a variety of forms, settings and ability ranges.

How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs

32. The absence of any further updates noted above is a major cause for concern and the NASUWT is unsure whether there has been any evolution of the curriculum content.

33. Furthermore, the Union is aware that the focus of many schools appears to be on the delivery and pedagogy of the curriculum design rather than on what constitutes actual content. The NASUWT is aware that this philosophy is in accordance with Professor Donaldson's beliefs in the development of the

⁶ Estyn, May 2018, Op. cit.

curriculum but that the lack of any real content is a concern to teachers throughout Wales.

34. The NASUWT is very concerned that in developing the AoLEs, practitioners will need to specify curriculum content and ways to measure progress. The Union understands that many staff report that they have not been properly consulted, upskilled or trained. They feel that in the absence of specialist help and trialling curriculum content and assessment arrangements are potentially compromised.
35. Despite this, the Union is aware that some schools are already rewriting the curriculum down to the detail of lesson planning without a clear idea of what the new curriculum actually is. This may have a detrimental impact on pupils' learning and progress.
36. Most worrying is that the NASUWT has suspicions that Estyn is bending the curriculum and assessment reforms to their vision of education rather than the one encapsulated by *Successful Futures* and *A Curriculum for Life*. The NASUWT noted at the outset that it would be essential for Estyn, as a key driver of behaviour in schools, to be fully on-board with the reforms and that its role should be to support the work taking place by practitioners in classrooms. Without this the reforms, including the changes brought forward by the Welsh Government to school accountability, would not be altered for the good if Estyn's work failed to align.

How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers

37. The Arad/ICF Consulting report maintains that:

'There has generally been a lack of structure in place to facilitate collaboration and ensure coherence across the curriculum, professional learning and digital strands of activity. In particular, there have been challenges associated with establishing how the new curriculum and professional learning could be developed in tandem.

*'Pioneer Schools reported a lack of awareness of activities taking place across the curriculum, professional learning and digital activity areas with which they are not directly involved.'*⁷

38. Whilst accepting that some of the initiatives for professional learning are at an embryonic stage, the NASUWT is particularly concerned at the disjointed and piecemeal approach that is currently available to staff. The budget pressures on schools are having a dramatic effect on the ability of staff to access learning opportunities and, although the recent announcement by the Cabinet Secretary for Education regarding the National Approach to

⁷ Arad/ICF Consulting, Op. cit.

Professional Learning is welcome, the Union is unsure as to the impact this will have in the short and medium term.⁸

Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools)

39. The NASUWT notes that Estyn has concluded that:

*'Very few [Pioneer Schools] collaborate with others to evaluate the appropriateness of current teaching practices and whether they are well placed to deliver the four purposes of Successful Futures.'*⁹

40. In addition, the report for the Welsh Government, *Formative Evaluation of the Pioneer School Model*, states:

*'The challenges include (but are not limited to): coordinating activity across a large number of diverse schools; ensuring that there is continuity and progression in curriculum design built into the model across different strands of activity; managing working partnerships across organisations; communicating progress and ensuring buy-in among Partner Schools; and reconciling curriculum development with the assessment framework.'*¹⁰

41. The NASUWT maintains that this is the biggest issue facing schools and teachers across Wales. The lack of a clear communication strategy of all of the partners in developing the new curriculum is not only hampering the progression of the development but is excluding most of the teaching profession from the programme.

42. NASUWT members report an almost complete lack of involvement and understanding of the curriculum developments, which results in their isolation, confusion, frustration and dissatisfaction.

Effectiveness of the governance arrangements, role of the Independent Advisory Group and Chair Board, and involvement of the Education Reform Strategic Stakeholder Group

43. The NASUWT remains concerned that the Strategic Stakeholder Group, which, after a great deal of pressure had included trade union representatives, has not met for some considerable time. This body appears to have been marginalised.

⁸ <https://gov.wales/newsroom/educationandskills/2018/kirsty-williams-announces-single-biggest-investment-in-support-for-teachers/?lang=en>

⁹ Estyn, May 2018, Op. cit.

¹⁰ Arad/ICF Consulting, Op. cit.

44. The Union questions seriously the role of these bodies and their effectiveness in monitoring the development of the new curriculum. Indeed, the NASUWT is concerned that the Change Board, which comprises the education establishment rather than the profession, may now be leading the process.

The preparedness of schools and teachers for delivering the new curriculum and to what some extents of the concepts of Professor Donaldson's *Successful Futures* review are being tested and carried out already

45. The NASUWT is aware that restructuring of staffing structures and Teaching and Learning Responsibility (TLR) Payments along the lines of the AoLEs is taking place in many schools who wish to 'get ahead of the curve'. This is especially the case in schools which have moved into new buildings as a result of the investment from the 21st Century Schools initiative.
46. The reality of this means the removal of middle leaders in key curriculum areas and handing over qualification responsibilities to staff who may not be specialists in those curriculum areas. The NASUWT believes that this is being done on the mistaken assumption that teachers who have lost their TLRs will carry on with their middle leader duties on the basis that they have been paid on the Upper Pay Spine or that they are in receipt of three years pay protection. This is not the case, as it would not be in accordance with teachers' conditions of service, and there is the real risk of lower standards in key areas up to the implementation of the new qualifications planned for 2025.
47. In many places, this approach has been challenged by the NASUWT based on a lack of concrete and tried systems, the incompleteness of Donaldson in its original form, the likely impact on staffing, and the impact on teaching and learning.
48. In other schools, existing curriculum structures have continued around the previous levels of importance and indicators of success. This is causing a dichotomy across Wales.
49. In the new design of 'all-through' schools, this practice is causing issues particularly with the teaching of core subjects in lower school (mainly primary). The NASUWT is aware that issues relating to poor planning have been raised and that progression is disadvantaging mathematics teaching and learning. There is the possibility that schemes of work in lower schools and primary schools may be at odds with approaches taken at middle and upper stages. There are concerns that the secondary approach is dictating pedagogy in lower schools. In order to promote the continuum of learning, teachers are asked to teach outside their subject specialism and age group, albeit through a theme or project.
50. The NASUWT is not aware of any evidence that all-through or all-age schools provide any benefits to pupils in either curriculum provision or in the general standard of education. The current trend towards these schools appears to be

a fad driven by the 21st Century Schools programme in a so-called 'innovative' model that provides access to capital funds.

51. The Union requests that the CYPEC, through its influence, directs Estyn to undertake a thematic survey of all-through provision to ascertain whether there are any real benefits, or whether certain groups of pupils, not least primary pupils who may join an all-through school in Year 7, are disadvantaged.

The role of the Curriculum and Assessment Group in ensuring the development of the curriculum is on track and the outcome of its 'checkpoint' meeting of 13-14 November 2018 to review progress

52. The NASUWT is not aware of any announcements or publications that have stemmed from the Curriculum and Assessment Group. In the absence of any meetings of the Strategic Stakeholder Group to provide updates, the NASUWT, teachers, leaders, schools and the wider public are reliant on the provision of public statements. This is not an acceptable state of affairs and again raises questions on the principle of subsidiarity.

Progress in developing new assessment arrangements

53. The NASUWT continues to raise concerns regarding the future relationship between the new curriculum, examination arrangements and post-14 education. The Union understands that experienced teachers fear that, despite the graduated attempts to focus more on the essential learning objectives associated with KS3 and KS4 subjects, an integrated approach to the curriculum with an associated loss of specialist teaching time, will impact negatively on the status of the subject. This will adversely impact on the ability of children to manage subjects at GCSE.

The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050

54. The NASUWT has no information on how this is being taken forward.

Any other issue stakeholders wish to draw to the Committee's attention.

55. The NASUWT insists that strategies must be put in place to ensure that the new curriculum does not become workload intensive. The Welsh Government has done very little since the publication of the *National Education Workforce Survey* in 2017 to bear down on workload.¹¹ No further activity or actions have taken place, except for the publication of joint guidance by

¹¹ Welsh Government, *National Education Workforce Survey*, April 2017, <https://www.ewc.wales/site/index.php/en/policy-hub/national-education-workforce-survey.html>

Estyn in September 2017.¹² The Welsh Government workload stakeholder group last met on 5th December 2017.

56. The NASUWT finds this unacceptable and the workload burdens placed on classroom teachers and school leaders must be minimised if the reforms are to genuinely benefit the profession and as a result the pupils in their charge.
57. The NASUWT believes that the biggest failing, apart from the marginalising of classroom teachers, has been the lack of a clear and robust communication strategy, and the NASUWT considers that it is vital that the CYPEC makes this a priority.

¹² Estyn, et al, Reducing workload for teachers and headteachers, September 2017, <https://www.estyn.gov.wales/effective-practice/reducing-workload-teachers-and-headteachers>

CR 08

Ymateb gan: Y Gymdeithas Gemeg Frenhinol
Response from: The Royal Society of Chemistry

Dear Sir/Madam

Children, Young People and Education Committee consultation on the Welsh Government's progress in developing the new Curriculum for Wales

The Royal Society of Chemistry welcomes the opportunity to comment on the development of a new Curriculum for Wales.

The Royal Society of Chemistry is the world's leading chemistry community with over 1500 members in Wales. We invest in supporting quality scientific education in Wales, including: a school support team operating across the country, our freely available Learn Chemistry Partnership connecting over 80% of schools in Wales to the chemistry community, activities and resources, and the popular Spectroscopy in a Suitcase programme.

Our comments respond to selected questions outlined in the consultation letter. All comments can only be taken as applying to the Science and Technology AoLE; we have no detailed knowledge of developments in other areas of the curriculum.

Our involvement in the development of the new Curriculum for Wales

1. A representative from our organisation has attended selected meetings, on invitation, of the Science and Technology AoLE Pioneer Group since October 2017, and provided feedback on drafted documents outside of those meetings. Our focus, in keeping with our expertise, is the aspects of the curriculum that relate to chemistry and scientific enquiry. We are grateful to have had the opportunity to contribute in this way.
2. Additionally, several representatives met with the Cabinet Secretary for Education in March 2018 to discuss aspects of the reform process. More recently, we have written to Welsh Government officials and to the Cabinet Secretary for Education to express some views about the development process and the curriculum; these views are echoed in the present response.

Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019

3. We have recently seen a draft of the Science and Technology AoLE, submitted for final feedback at the end of November, that represents significant progress from previous drafts. It appears likely that a draft will be ready for publication and consultation in April 2019.

The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design

4. The Science and Technology AoLE Pioneer Group has comprised teachers from Pioneer Schools, who have been asked to develop the What Matters statements, progression framework and achievement outcomes for this area of the curriculum.
5. We were concerned about the balance of representation in this Pioneer Group in the early stages of our involvement. In many meetings, the majority of teachers present were from primary schools, while much of the complex development of ideas in science and technology occurs at secondary level and such expertise is needed in developing the curriculum. Some disciplines

were particularly poorly represented, including chemistry and physics; on occasion our representative attended meetings where no secondary chemistry teachers were present.

6. We raised our concern about the balance of representation on several occasions with officials and with the Cabinet Secretary for Education, who acknowledged the problem. We believe that much effort was made to recruit additional Pioneers to represent certain disciplines, including chemistry. We did see improvement over time, and understand that the chemistry specialists also met outside of formal meetings to complete development work. This is positive, but it is likely that the opportunity was lost to make better progress earlier in the process.
7. We take this opportunity to commend the commitment and professionalism we have seen from the members of the Science and Technology Pioneer Group.

The involvement of academic and other external expertise in informing curriculum design

8. The purpose of our presence has largely been to 'be on hand' to provide input and answer questions, to help the work move forward. It has been valuable to join the discussions; however, on multiple occasions inefficient use was made of our time, for example:
 - on occasion no work was done in our area of expertise, where no secondary chemistry teachers were present
 - agendas for meetings have usually been very general, giving limited opportunity to prepare; drafts shared ahead of time were frequently changed by the time we attended
 - frequently it has taken time to 'catch up' with the group when we arrived, and so to be able to contribute usefully.
9. We accept that a process of this nature will be iterative, and that there is a need to be flexible and deal with matters as they arise. However, due to the nature of the process and the way we were engaged, we feel that we have not always been able to put across our recommendations coherently, or focus on those aspects that we found most important.
10. Lately, we have been given the opportunity to feed back on more complete drafts of the curriculum outside of meetings, which has felt more comfortable.
11. We are aware that academic expertise has been engaged through the Camau project, who are advising on how to construct progression in curriculum. There is also curriculum expertise, including in science, present on the Curriculum and Assessment Group. However, from our experience an opportunity has been missed to engage specific disciplinary expertise in curriculum design at the day-to-day level of the Pioneer Group. There is much research available on, for example, embedding ideas about the nature of science or the development of scientific concepts, which would have benefited the curriculum.

How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs

12. We support the principle of using core statements as a framework for the curriculum, which can provide curriculum coherence, and a clear path along which to define progression in learning.
13. The What Matters? statements themselves have evolved since the publication in December 2017, although the general areas each covers remain the same. While it is understandable that the statements are revisited, it is notable how much time we have seen the Pioneer Group spend on re-wording the statements.
14. We believe that the pressure to express the What Matters? in as few statements as possible (so that teachers need not manage an excessive number of statements) has been a particular issue for the Science and Technology AoLE, due to the following combination of factors:
 - the number of disciplines within the AoLE and the disparity between them; the breadth from biology to computer science is significant
 - the fact that the sciences are characterised by the areas of *knowledge* that each science is interested in, *as well as* the approaches taken to develop that knowledge (which are not homogeneous across the sciences); additionally, the ways we use science and technology and the impacts that they have on individuals, society and environment also, clearly, matter

- the level of development in abstract understanding and introduction of new ideas that occurs between ages 3 and 16, meaning finding wording that works across the whole range of the curriculum is challenging.
15. Conveying all that genuinely matters in science and technology in a small number of statements has proven difficult. We have seen attempts to add in all relevant ideas, followed by shortening the statements again because they have become too long and unwieldy. This suggests there are not sufficient statements to adequately characterise this area of the curriculum.
 16. Accordingly, we are concerned about important areas of the curriculum falling through the cracks. In particular, a previously included statement about the impacts of science and technology (e.g. on society and environment) was removed in favour of integrating those ideas in the remaining statements. Going by the latest we have seen, this has not (yet) been managed consistently or comprehensively. It was further suggested at one point that the statement on the nature of scientific knowledge and enquiry be similarly integrated. We opposed this, and the statement remains, but this felt indicative of the pressure to over-reduce the detail in the curriculum.
 17. The Science and Technology curriculum as drafted does not present a clear identity for the scientific disciplines, which is contrary to the recommendation in *Successful Futures* that AoLEs should have an identifiable core of disciplinary knowledge. We believe that identification and definition of the core sciences of biology, chemistry and physics in the curriculum is beneficial to learners' attainment and progression.

Progress in defining achievement outcomes at the various progression steps within the new curriculum

18. Prior to spring/summer 2018 we understood, from feedback given to the Pioneer Group, that the achievement outcomes would be written to an appreciable level of detail. Since then a marked shift occurred: the progression step descriptors have been removed altogether and the achievement outcomes have become very high level descriptors.
19. We are severely concerned about this development. The recent drafts we have seen provide insufficient clarity on the expected learning. The risks of this are:
 - Teachers coming to different interpretations of the breadth and depth required, leading to significant variation in attainment, experience and outcomes for learners in different schools.
 - Loss of confidence among teachers due to uncertainty over whether they are meeting the requirements; this will be most pronounced for less experienced teachers and those teaching outside of their subject expertise (which is common in the sciences).
 - Increased workload for teachers in having to interpret and implement the curriculum.
20. We are thus concerned about outcomes for learners, but also about the effect on teachers. Shortages of science specialist teachers already exist;¹ dissatisfaction and workload issues on implementing the new curriculum can realistically lead to teachers leaving the profession and potential new teachers being discouraged from entering the profession. The plans for professional learning and other teacher support must take a realistic view on what will be required to help smooth the transition.
21. These concerns do *not* imply that the curriculum should be written in exhaustive detail or that more content should be added. A curriculum restrained in the amount of content allows focus on the key concepts and ideas as well as flexibility for teachers to use different teaching approaches, and bring in a range of examples and contexts. However, the level of understanding and skill expected must be clearly defined;² indeed, a curriculum that does not clearly define this expectation may be easily over-interpreted in terms of amount of content.

Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools).

¹ <https://beta.gov.wales/sites/default/files/publications/2018-09/teaching-a-valued-profession-report-of-the-independent-review.pdf>

² <https://www.bbc.co.uk/news/uk-wales-44522981>

22. Our school support team in Wales report that many teachers they speak to do not know any detail of the ongoing work. Some teachers are not aware that there is a reform process ongoing.

The preparedness of schools and teachers for delivering the new curriculum and to what extents some of the concepts of Professor Donaldson's *Successful Futures* review are being tested and carried out already.

23. As point 22 suggests, many schools are not aware of reforms in whole or in detail, and are therefore not in a good position to prepare.

24. We are concerned about whether the teaching profession as a whole is well placed to support the successful introduction of such a major reform. Shortages of teachers with a range of specialisms, particularly in the sciences, are well-documented.³ It is recently reported that recruitment of ITE trainees for Welsh-medium provision is declining.⁴

25. Despite the strong emphasis on project-based, multidisciplinary learning, *Successful Futures* states that 'subjects and disciplines should remain important'. Research has shown that teachers' subject knowledge can have a significant influence on their effectiveness.⁵ We additionally believe that specialist chemistry teachers' enthusiasm for their subject and understanding of relevant career pathways encourages students to choose chemistry and related options in post-compulsory study and careers.

26. We fear that many teachers currently may not have the time or capacity to implement the suggested changes. Many teachers do not receive sufficient support for professional development, whether formal or informal, as a consequence of both funding and workload pressures. In the sciences the situation is already more difficult because many teachers are teaching across multiple specialisms, which brings with it a higher workload and a need for broader development.

27. Considering these factors, we suggest it should be a priority to develop the teaching profession ahead of implementation of the curriculum reform, including time allocated for professional development and developing the local curriculum, and focus on recruitment and deployment of teachers with appropriate disciplinary expertise in the sciences and other shortage areas.

Progress in developing new assessment arrangements

28. We have seen very little information regarding new assessments. We understand that there may be changes to the structure and assessment formats of GCSEs to better align with the new curriculum, and that Qualifications Wales are developing proposals for consultation in late 2019.

29. We agree with the principle that the qualifications should 'come from the curriculum', and that to date it has been too early to develop revised qualifications in any detail. However, many stakeholders want to understand what qualifications will look like; teachers will need to be able to prepare and for supporting resources to be in place in good time. We advocate an open development process so interested parties can see the direction of travel.

30. We would like to understand how a curriculum that does not clearly identify the scientific disciplines will feed into GCSEs. Given the Cabinet Secretary for Education's vocal support for the study of the individual sciences at this level, we would expect and support GCSE courses in which the science disciplines have distinct identities.

³ <https://beta.gov.wales/sites/default/files/publications/2018-09/teaching-a-valued-profession-report-of-the-independent-review.pdf>

⁴ <https://gov.wales/docs/caecd/research/2018/180928-evaluation-welsh-medium-provision-initial-teacher-education-summary-en.pdf>

⁵ What makes great teaching? Review of the underpinning research. Coe, R., Aloisi, Sutton Trust report <https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf>

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 08

Ymateb gan: Y Gymdeithas Cemeg Frenhinol
Response from: The Royal Society of Chemistry

5 Rhagfyr 2018

Annwyl Syr/Madam

Ymgynghoriad y Pwyllgor Plant, Pobl Ifanc ac Addysg ar gynnydd Llywodraeth Cymru wrth ddatblygu'r Cwricwlwm newydd ar gyfer Cymru

Mae'r Gymdeithas Frenhinol Cemeg yn croesawu'r cyfle i wneud sylwadau ar ddatblygu Cwricwlwm newydd i Gymru.

Y Gymdeithas Cemeg Frenhinol yw'r gymuned cemeg blaenllaw yn y byd gyda dros 1500 o aelodau yng Nghymru. Rydym yn buddsoddi mewn cefnogi addysg wyddonol o ansawdd yng Nghymru, gan gynnwys: tîm cefnogi ysgolion sy'n gweithredu ar draws y wlad, ein Partneriaeth Cemeg Dysgu sydd ar gael am ddim, sy'n cysylltu dros 80% o ysgolion yng Nghymru i'r gymuned, gweithgareddau ac adnoddau cemeg, a'r rhaglen Sbectrosgopeg mewn Siwtces boblogaidd.

Mae ein sylwadau'n ymateb i gwestiynau penodol a'u hamlinellir yn y llythyr ymgynghori. Mae'r sylwadau yn cefierio at AoLE Gwyddoniaeth a Thechnoleg yn unig; nid oes gennym unrhyw wybodaeth fanwl am ddatblygiadau mewn meysydd eraill o'r cwricwlwm.

Ein hymglymiad i ddatblygu'r Cwricwlwm newydd i Gymru

1. Mae cynrychiolydd o'n sefydliad wedi mynychu cyfarfodydd Grŵp Arloeswyr AoLE Gwyddoniaeth a Thechnoleg ers mis Hydref 2017, ar wahoddiad, ac wedi rhoi adborth ar ddogfennau a ddrafftwyd y tu allan i'r cyfarfodydd hynny. Ein ffocws, yn unol â'n harbenigedd, yw'r agweddau ar y cwricwlwm sy'n ymwneud â chemeg ac ymholiad gwyddonol. Rydym yn ddiolchgar eich bod wedi cael y cyfle i gyfrannu yn y modd hwn.
2. Yn ychwanegol, cyfarfu nifer o gynrychiolwyr gydag Ysgrifennydd y Cabinet dros Addysg ym mis Mawrth 2018 i drafod agweddau ar y broses ddiwygio. Yn fwy diweddar, rydym wedi ysgrifennu at swyddogion Llywodraeth Cymru ac Ysgrifennydd y Cabinet dros Addysg i fynegi barn am y broses datblygu a'r cwricwlwm; adleisir y safbwyntiau hyn yn yr ymateb presennol.

Cynnydd wrth gynhyrchu Cwricwlwm drafft dros Gymru mewn pryd i'w gyhoeddi gan Lywodraeth Cymru am adborth gan y cyhoedd ym mis Ebrill 2019

3. Yn ddiweddar, gwelsom ddrafft o'r AoLE Gwyddoniaeth a Thechnoleg, a gyflwynwyd ar gyfer adborth terfynol ddiwedd mis Tachwedd, sy'n cynrychioli cynnydd sylweddol ers drafftiau blaenorol. Mae'n ymddangos yn debygol y bydd drafft yn barod i'w gyhoeddi a'i ymgynghori ym mis Ebrill 2019.

Rôl Ysgolion Pioneer ac unrhyw gyfleoedd a heriau wrth ymwneud â dylunio cwricwlwm

4. Mae Grŵp Arloeswyr AoLE Gwyddoniaeth a Thechnoleg yn cynnwys athrawon o Ysgolion Pioneer, y gofynnwyd iddynt ddatblygu'r datganiadau Y Pethau Pwysig, y fframwaith dilyniant a'r canlyniadau cyflawniad ar gyfer y maes hwn o'r cwricwlwm.
5. Roeddem yn pryderu am gydbwysedd cynrychiolaeth yn y Grŵp Pioneer hwn yn ystod camau cynnar ein hymglymiad. Mewn llawer o gyfarfodydd, roedd mwyafrif yr athrawon yn bresennol o ysgolion cynradd, tra bod llawer o ddatblygiad cymhleth syniadau mewn gwyddoniaeth a

thechnoleg yn digwydd ar lefel uwchradd ac mae angen arbenigedd o'r fath wrth ddatblygu'r cwricwlwm. Cynrychiolwyd rhai disgyblaethau yn arbennig o wael, gan gynnwys cemeg a ffiseg; ar adegau mynychodd ein cynrychiolydd gyfarfodydd lle nad oedd athrawon cemeg uwchradd yn bresennol.

6. Codwyd ein pryder ynghylch cydbwysedd cynrychiolaeth ar sawl achlysur gyda swyddogion a chyda Ysgrifennydd y Cabinet dros Addysg, a oedd yn cydnabod y broblem. Credwn fod llawer o ymdrech wedi'i wneud i recriwtio Arloeswyr ychwanegol i gynrychioli rhai disgyblaethau, gan gynnwys cemeg. Gwelsom welliant dros amser, a deallaf fod yr arbenigwyr cemeg hefyd yn cyfarfod y tu allan i gyfarfodydd ffurfiol i gwblhau gwaith datblygu. Mae hyn yn gadarnhaol, ond mae'n debyg bod y cyfle wedi ei golli i wneud cynnydd gwell yn gynharach yn y broses.
7. Cymerwn y cyfle hwn i gymeradwyo'r ymrwymiad a'r broffesiynoldeb a welsom gan aelodau Grŵp Arloesi Gwyddoniaeth a Thechnoleg.

Ymglymiad arbenigedd academiaidd ac allanol eraill wrth lywio dyluniad y cwricwlwm

8. Pwrpas sylweddol ein presenoldeb yw bod 'wrth law' i ddarparu mewnbwn ac ateb cwestynau, er mwyn helpu'r gwaith i symud ymlaen. Bu'n werthfawr ymuno â'r trafodaethau; fodd bynnag, ar sawl achlysur gwnaed ddefnydd aneffeithlon o'n hamser, er enghraifft:
 - ar adegau ni wnaed unrhyw waith yn ein maes arbenigedd, lle nad oedd athrawon cemeg uwchradd yn bresennol
 - mae agendâu cyfarfodydd fel arfer wedi bod yn gyffredin iawn, gan roi cyfle cyfyngedig i baratoi; yn aml newidiwyd y drafftiau a rannwyd yn flaenorol erbyn amser y cyfarfod.
 - yn aml mae wedi cymryd amser i 'ddal i fyny' gyda'r grŵp ar ol cyraedd, ac felly wedi bod yn anodd i allu cyfrannu'n ddefnyddiol.
9. Rydym yn derbyn y bydd proses o'r natur hon yn ailadroddus, a bod angen bod yn hyblyg a delio â materion wrth iddynt godi. Fodd bynnag, oherwydd natur y broses a'r ffordd yr oeddem yn ymgysylltu, teimlwn nad ydym bob amser wedi gallu cyflwyno ein hargymhellion yn gydlynol, na chanolbwyntio ar yr agweddau hynny a ganfuom fwyaf pwysig.
10. Yn ddiweddar, cawsom y cyfle i fwydo'n ôl ar ddrafftiau mwy cyflawn o'r cwricwlwm y tu allan i gyfarfodydd, sydd wedi teimlo'n fwy cyfforddus.
11. Rydym yn ymwybodol bod arbenigedd academiaidd wedi bod yn rhan o'r prosiect Camau, sy'n cynghori ar sut i adeiladu dilyniant yn y cwricwlwm. Mae arbenigedd cwricwlwm hefyd, gan gynnwys mewn gwyddoniaeth, yn bresennol ar y Grŵp Cwricwlwm ac Asesu. Fodd bynnag, o'n profiad ni, collwyd cyfle i ymgymryd ag arbenigedd disgyblu penodol mewn dylunio cwricwlwm ar lefel o ddydd i ddydd y Grŵp Pioneer. Mae llawer o ymchwil ar gael ar, er enghraifft, ymgorffori syniadau am natur gwyddoniaeth neu ddatblygu cysyniadau gwyddonol, a fyddai wedi bod o fudd i'r cwricwlwm.

Sut mae'r datganiadau 'Beth sy'n Bwysig?', A gyhoeddwyd ym mis Rhagfyr 2017, yn esblygu i ddylunio cynnwys y cwricwlwm ym mhob un o'r chwe AoLE

12. Rydym yn cefnogi'r egwyddor o ddefnyddio datganiadau craidd fel fframwaith ar gyfer y cwricwlwm, a all ddarparu cydlynid cwricwlaidd, a llwybr clir ar gyfer diffinio dilyniant mewn dysgu.
13. Beth sy'n Bwysig? mae'r datganiadau eu hunain wedi esblygu ers y cyhoeddiad ym mis Rhagfyr 2017, er bod yr ardaloedd cyffredinol y cwmpasir ganddynt yr un peth. Er ei bod yn ddealladwy bod y datganiadau yn cael eu hail-ystyried, mae'n nodedig faint o amser yr ydym wedi gweld y Grŵp Pioneer yn treulio ar ail-eirio'r datganiadau.
14. Credwn fod y pwysau i fynegi'r Beth sy'n Bwysig? Mewn cyn lleied o ddatganiadau â phosibl (fel nad oes angen i athrawon rheoli nifer ormodol o ddatganiadau) wedi bod yn fater arbennig ar gyfer yr AoLE Gwyddoniaeth a Thechnoleg, oherwydd y cyfuniad canlynol o ffactorau:
 - nifer y disgyblaethau o fewn yr AoLE a'r gwahaniaeth rhyngddynt; mae'r ehangder o fioleg i wyddoniaeth gyfrifiadurol yn enfawr

- y ffaith bod y gwyddorau yn nodweddiadol o'r meysydd *gwybodaeth* y mae gan bob gwyddoniaeth ddi-ddordeb ynddo, *yn ogystal â'r* dulliau a gymerir i ddatblygu'r wybodaeth honno (nad ydynt yn gyfunrywiol ar draws y gwyddorau); Yn ogystal, mae'r ffyrdd yr ydym yn defnyddio gwyddoniaeth a thechnoleg a'r effeithiau sydd ganddynt ar unigolion, cymdeithas ac amgylchedd hefyd, yn amlwg yn bwysig.
 - mae lefel y datblygiad mewn dealltwriaeth haniaethol a chyflwyniad syniadau newydd sy'n digwydd rhwng 3 a 16 oed, sy'n golygu dod o hyd i eiriad sy'n gweithio ar draws holl ystod y cwricwlwm, yn heriol.
15. Nae trosglwyddo popeth sy'n wirioneddol bwysig mewn gwyddoniaeth a thechnoleg mewn nifer fach o ddatganiadau wedi profi'n anodd. Gwelsom ymdrechion i ychwanegu at yr holl syniadau perthnasol, ac yna lleihauwyd y datganiadau eto oherwydd eu bod wedi mynd yn rhy hir ac anhyblyg. Mae hyn yn awgrymu nad oes digon o ddatganiadau i nodweddu'n ddigonol o'r maes hwn o'r cwricwlwm.
16. Yn unol â hynny, rydym yn pryderu am feysydd pwysig o'r cwricwlwm sy'n cwmpo drwy'r craciau. Yn benodol, tynnwyd datganiad a gynhwyswyd yn flaenorol am effeithiau gwyddoniaeth a thechnoleg (ee ar gymdeithas ac amgylchedd) o blaid integreiddio'r syniadau hynny yn y datganiadau sy'n weddill. Gan ddilyn y diweddaraf rydym wedi'i weld, ni chafodd hyn eto ei reoli yn gyson nac yn gynhwysfawr. Awgrymwyd ymhellach ar un pwynt bod y datganiad ar natur gwybodaeth ac ymchwiliad gwyddonol yn cael ei hintegreiddio'n debyg. Gwnaethom wrthwynebu hyn, ac mae'r datganiad yn parhau, ond teimlai hyn yn arwydd o'r pwysau i or-leihau'r manylion yn y cwricwlwm.
17. Nid yw cwricwlwm Gwyddoniaeth a Thechnoleg fel y'i drafftwyd yn cyflwyno hunaniaeth glir ar gyfer y disgyblaethau gwyddonol, sy'n groes i'r argymhelliad yn y Dyfodol Llwyddiannus y dylai AoLE fod â chraidd adnabyddus o wybodaeth ddisgyblaethol. Credwn fod adnabod a diffinio gwyddorau craidd bioleg, cemeg a ffiseg yn y cwricwlwm yn fuddiol i gyrhaeddiad a dilyniant dysgwyr.

Cynnydd wrth ddiffinio canlyniadau cyflawniad yn y gwahanol gamau dilyniant o fewn y cwricwlwm newydd

18. Cyn y gwanwyn / haf 2018, roeddem yn deall, o'r adborth a roddwyd i'r Grwp Pioneer, y byddai canlyniadau'r cyflawniad yn cael eu hysgrifennu i lefel fanwl iawn. Ers hynny cafwyd sifft amlwg: mae'r disgrifyddion cam dilyniant wedi cael eu tynnu'n gyfan gwbl ac mae'r canlyniadau cyflawniad wedi dod yn ddisgrifyddion lefel uchel iawn.
19. Rydym yn bryderus iawn am y datblygiad hwn. Nid yw'r drafftiau diweddar a welsom yn rhoi digon o eglurder ar y dysgu a ddisgwylir. Y risgiau o hyn yw:
- Athrawon yn dod i wahanol ddehongliadau o'r ehangder a'r dyfnder sydd eu hangen, gan arwain at amrywiad sylweddol mewn cyrhaeddiad, profiad a chanlyniadau i ddysgwyr mewn ysgolion gwahanol.
 - Colli hyder ymysg athrawon oherwydd ansicrwydd ynghylch a ydynt yn bodloni'r gofynion; bydd hyn yn fwyaf amlwg ar gyfer athrawon llai profiadol a'r rhai sy'n dysgu y tu allan i'w harbenigedd pwnc (sy'n gyffredin yn y gwyddorau).
 - Mwy o faich gwaith i athrawon o ran gorfod dehongli a gweithredu'r cwricwlwm.
20. Felly, rydym yn pryderu am ganlyniadau i ddysgwyr, ond hefyd am yr effaith ar athrawon. Mae prinder athrawon arbenigol gwyddoniaeth eisoes yn bodoli; 1 mae anfonlonrwydd a llwyth gwaith wrth weithredu'r cwricwlwm newydd wirioneddol yn gallu arwain at athrawon yn gadael y proffesiwn ac mae athrawon newydd posibl yn cael eu hannog rhag mynd i mewn i'r proffesiwn. Rhaid i'r cynlluniau ar gyfer dysgu proffesiynol a chymorth arall i athrawon gymryd golwg realistig ar yr hyn fydd ei angen i helpu hwyluso'r newid.
21. Nid yw'r pryderon hyn yn awgrymu y dylai'r cwricwlwm gael ei ysgrifennu mewn manylder hollgynhwysol nac y dylid ychwanegu mwy o gynnwys. Mae cwricwlwm sy'n cyfyngu swm y cynnwys yn caniatáu canolbwyntio ar y cysyniadau a'r syniadau allweddol yn ogystal â

¹ <https://beta.gov.wales/sites/default/files/publications/2018-09/teaching-a-valued-profession-report-of-the-independent-review.pdf>

hyblygrwydd i athrawon ddefnyddio gwahanol ddulliau addysgu, a chyflwyno ystod o enghreifftiau a chyd-destunau. Fodd bynnag, rhaid diffinio lefel y dealltwriaeth a'r sgil a ddisgwylir; 2 yn wir, mae'n bosibl y gellid tros-ddehongli cwricwlwm yn nhermau maint y cynnwys os nad yw'n diffinio'n glir y disgwyliad hwn.

Cyfathrebu gydag ysgolion ac athrawon, am y gwaith datblygu cwricwlwm sy'n cael ei wneud, ac ymgysylltiad pob ysgol (nid yn unig Ysgolion Arloesol).

22. Mae ein tîm cefnogi ysgolion yng Nghymru yn adrodd, nad oes llawer o athrawon y maent yn siarad â hwy yn gwybod unrhyw fanylion am y gwaith parhaus. Mae rhai athrawon yn anymwybodol bod proses ddiwygio yn parhau.

Parodrwydd ysgolion ac athrawon ar gyfer cyflwyno'r cwricwlwm newydd ac i ba raddau mae rhai o gysyniadau adolygiad Dyfodol Llwyddiannus yr Athro Donaldson yn cael eu profi a'u cynnal eisoes.

23. Fel mae pwynt 22 yn awgrymu, nid yw llawer o ysgolion yn ymwybodol o ddiwygiadau yn gyfan gwbl nac yn fanwl, ac felly nid ydynt mewn sefyllfa dda i baratoi.
24. Rydym yn pryderu a yw'r proffesiwn addysgu yn ei chyfanrwydd mewn sefyllfa dda i gefnogi cyflwyno diwygiad o'r fath yn llwyddiannus. Mae prinder athrawon gydag ystod o arbenigeddau, yn enwedig yn y gwyddorau, wedi'u dogfennu'n dda. 3 Yn ddiweddar, adroddwyd bod recriwtio hyfforddeion ITE ar gyfer darpariaeth cyfrwng Cymraeg yn gostwng. 4
25. Er gwaethaf y pwyslais cryf ar ddysgu amlddisgyblaeth a dysgu drwy prosiectau, mae Dyfodol Llwyddiannus yn nodi y dylai 'pynciau a disgyblaethau barhau'n bwysig'. Mae ymchwil wedi dangos y gall gwybodaeth bynciol athrawon ddylanwadu'n sylweddol ar eu heffeithiolrwydd. 5 Rydym hefyd yn credu bod brwdfrydedd athrawon cemeg arbenigol am eu pwnc a'u dealltwriaeth o lwybrau gyrfa perthnasol yn annog myfyrwyr i ddewis cemeg ac opsiynau cysylltiedig mewn astudiaethau ôl-orfodol a gyrfaoedd.
26. Ofnwn na fydd gan lawer o athrawon yr amser na'r gallu i weithredu'r newidiadau a awgrymir ar hyn o bryd. Nid yw llawer o athrawon yn derbyn digon o gymorth ar gyfer datblygiad proffesiynol, boed yn ffurfiol neu'n anffurfiol, o ganlyniad i bwysau cyllido a llwyth gwaith. Yn y gwyddorau, mae'r sefyllfa eisoes yn fwy anodd oherwydd mae llawer o athrawon yn addysgu ar draws sawl arbenigedd, sy'n dod â llwyth gwaith uwch ynghyd ag angen am ddatblygiad ehangach.
27. O ystyried y ffactorau hyn, awgrymwn y dylai datblygu'r proffesiwn addysgu fod yn flaenoriaeth cyn gweithredu diwygio'r cwricwlwm, gan gynnwys amser a neilltuwyd ar gyfer datblygiad proffesiynol a datblygu'r cwricwlwm lleol. Hefyd dylid canolbwyntio ar recriwtio a defnyddio athrawon gydag arbenigedd disgyblu priodol yn y gwyddorau ac yn ardaloedd prinder eraill.

Cynnydd wrth ddatblygu trefniadau asesu newydd

28. Ychydig iawn o wybodaeth am asesiadau newydd a welsom. Deallwn y gallai fod newidiadau i strwythur a fformatau asesu TGAU i gyd-fynd yn well â'r cwricwlwm newydd, a bod Cymwysterau Cymru yn datblygu cynigion ar gyfer ymgynghori ddiwedd 2019.
29. Rydym yn cytuno â'r egwyddor y dylai'r cymwysterau 'ddod o'r cwricwlwm', ac y bu'n rhy gynnar hyd yma i ddatblygu cymwysterau diwygiedig mewn unrhyw fanylder. Fodd bynnag, mae llawer o randdeiliaid eisiau deall sut fydd cymwysterau yn edrych; bydd angen i athrawon allu paratoi ac i adnoddau cefnogi fod ar gael mewn da bryd. Rydym yn argymhell proses datblygu agored fel y gall partion â diddordeb weld cyfeiriad teithio.
30. Hoffem ddeall sut y bydd cwricwlwm, nad yw'n nodi'n glir y disgyblaethau gwyddonol, yn bwydo i mewn i TGAU. O ystyried cefnogaeth lleisiol Ysgrifennydd y Cabinet dros Addysg ar gyfer

² <https://www.bbc.co.uk/news/uk-wales-44522981>

³ <https://beta.gov.wales/sites/default/files/publications/2018-09/teaching-a-valued-profession-report-of-the-independent-review.pdf>

⁴ <https://gov.wales/docs/caecd/research/2018/180928-evaluation-welsh-medium-provision-initial-teacher-education-summary-en.pdf>

⁵ What makes great teaching? Review of the underpinning research. Coe, R., Aloisi, Sutton Trust report <https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf>

astudio'r gwyddorau unigol ar y lefel hon, byddem yn disgwyl ac yn cefnogi cyrsiau TGAU lle mae gan ddisgyblaethau gwyddoniaeth hunaniaeth wahanol.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 09

Ymateb gan: Y Samariaid Cymru
Response from: Samaritans Cymru

Welsh Government's progress in developing the new Curriculum for Wales

Samaritans welcomes the opportunity to respond to this consultation on Welsh Government's progress in developing the new Curriculum for Wales

Samaritans Cymru exists to reduce the number of people who die by suicide. Whilst the causes of suicide are complex, there are many risk factors, and subsequent high-risk groups which increase the risk of suicidal ideation and completed suicide. Young people are a high-risk group for mental illness and suicide in Wales, and as such, it is crucial that the new curriculum for Wales fulfils its commitment to health and wellbeing in a clear and tangible way.

Samaritans Cymru has continued to welcome the new curriculum since the launch of *Successful Futures* in 2015. We believe the possibilities and opportunities of the new curriculum could introduce a new culture of change within mental health reform. With half of all mental health problems beginning by the age of 14, the case for a preventative approach is clear; school years are the crucial opportunity to equip children and young people with the skills they need. Emotional health programmes in schools should be viewed as a form of promotion, prevention and early intervention which could reduce pressure on CAMHS, reduce specific mental health problems and increase academic achievement.

In 2017, we welcomed the announcement of a two-year Welsh Government trial which will allow pupils with mental health problems at more than 200 schools in Wales to access early help from onsite CAMHS practitioners. However, whilst this kind of linking up between education and health

services is essential, we emphasised that our call for action continues to be placed further downstream and in the primary context of early intervention through building resilience; a skill that can mitigate suicide in the future.

Despite the strong focus on health and wellbeing in the new curriculum, we are concerned that the emotional and mental health of children and young people could be 'outsourced'. Whilst the in-reach pilot will '*upskill teachers*' to deal with '*low-level problems within their competence*', it is imperative that this kind of support is available to all teachers and staff across Wales. As a pilot programme, this may offer additional support to pilot areas, but fails to consistently address the issue at hand.

The funding of external mental health programmes for schools raises a similar concern. Whilst we welcome any measures which provide additional pastoral support to children and young people, external programmes shift the responsibility away from schools themselves. During various meetings with teaching professionals in Wales, we have heard on a number of occasions that teachers largely prefer external agencies to come and deliver mental health programmes because they are not confident to deliver it themselves, or crucially, because they don't believe it's part of their role. This is a real concern and one which we must tackle at its source, rather than diverting the problem.

We regularly hear about exemplary schools who are developing the health and wellbeing Area of Learning (AoLE) as a pioneer school. Throughout this development stage, Health and Wellbeing Pioneers have decided against drafting a specific list of '*content*' to sit under the AoLE, on the basis that this may lead to a tick-box approach. This AoLE has been described as a '*purpose-led approach to this part of the curriculum, rather than a content-led one*'. Whilst we believe the current draft of the 'What Matters' statements for the Health and Wellbeing AoLE is promising, without any proposed content, we would express concern for the outsourcing or under-representation of mental health lessons.

Similarly, we believe the current draft of progression steps within the Health and Wellbeing AoLE is very promising. In particular, '*How we process and respond to our experiences affects our mental and emotional wellbeing*' has robust progression steps, which if achieved, could significantly improve the mental health of young people. However, due to the focus on thematic elements of health and wellbeing, rather than a content list, it is currently unclear as to how staff would make sure they are achieving the outcomes.

¹ A new curriculum: The story so far... ([Welsh Government](#))

We have been told that mental health would at the very least, be covered through the statutory Relationships and Sexuality Education (RSE). The current draft of RSE guidance includes proposed technical guidance for schools, which does indeed list '*Skills for health and wellbeing*'. However, this is a broad category and by no means ensures mental health provision. Within the draft RSE guidance, there is also a signposting section which details external support organisations for children and young people. This section covers bullying, children's rights, equalities, online safety, relationships and sex, sexual health and sexual abuse. There are no specific support organisations listed for emotional and mental health which suggests the topic is not a core element of SRE and therefore we cannot presume teaching staff will view it in this way.

As SRE is statutory, we have enquired as to how this will fit within an AoLE that is thematic and not content led. We have been informed that its statutory nature means it will not belong to one specific AoLE (Health and Wellbeing), and instead will be delivered across all six. We believe the same opportunity should be awarded to mental health; this topic should not just sit under one AoLE. Mental health as a thematic element of the curriculum could fit within a number of AoLEs and content, such as technology, expressive arts and literacy.

We are currently unaware of any commitments to include basic mental health in Initial Teacher Training (ITT). We have consistently called for this throughout the course of our education policy work in Wales. We welcomed the strong focus on this area within *Mind over Matter* and hope the new Welsh Government response in early 2019 will clarify the progress or commitment to ensuring its inclusion. From a practical standpoint, despite the strong and innovative focus on health and wellbeing in the new curriculum, we cannot expect teachers to be skilled and confident to teach pupils about mental health or equipped to talk about emotional distress with a view to signpost effectively or deal with the issue in-house as part of a whole school approach. The widely held view among some that mental health is not a teachers responsibility could be addressed by the inclusion of mental health training in ITT and would position it as a high-priority area. Once again, this is an opportunity to embed a preventative approach to mental health, rather than trying to outsource the issue.

As a final reflection, we would like to raise the issue of sustainability. Whilst we know there are exemplary schools who are delivering innovative programmes of reform in their environments through curriculum design or whole school approaches, we also know these initiatives are often driven by

passionate PSE leads or headteachers. When considering that health and wellbeing is not content led, we need to make sure that schools are prepared to continue successfully if specific leads were to leave the school. Similarly, we need to think carefully about robust mental health provision in cases where lessons are outsourced. Pilot programmes and external practitioners, such as the third sector, can only go so far in supporting the whole school population. It's crucial this isn't viewed as a sustainable way of delivering mental health provision in schools.

Additionally, we would like to reiterate our support for *Mind over Matter* and the crucial work undertaken by the Committee in relation to the emotional and mental health of children and young people. In terms of education specifically, the recommendations put forward in *Mind over Matter* could improve the mental health of children and young people in Wales and form a crucial part of suicide prevention.

Finally, we have welcomed *Everybody's Business*, the Health, Social Care and Sport Committee's report on Suicide Prevention. Specifically, for this policy area, we would like to reiterate our support and highlight the urgency of Recommendation 24. The new curriculum provides an opportunist time to make this recommendation a reality; particularly the issuing of guidance to schools on talking about suicide and self-harm. Once again, this forms a crucial part of equipping teachers to talk about emotional distress in an open and confident manner. This kind of guidance could improve the uptake of mental health provision in schools and would leave teaching staff more empowered to take ownership. It's crucial we seize every opportunity to embed the message that talking about suicide and emotional distress does not increase the risk; it reduces it.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 09

Ymateb gan: Y Samariaid Cymru
Response from: Samaritans Cymru

Llywodraeth Cymru yn ei wneud i ddatblygu Cwricwlwm newydd Cymru

Mae'r Samariaid yn croesawu'r cyfle i ymateb i'r ymgynghoriad hwn ar yr hyn mae Llywodraeth Cymru yn ei wneud i ddatblygu Cwricwlwm newydd Cymru.

Diben Samariaid Cymru yw lleihau nifer y bobl sy'n marw trwy hunanladdiad. Er bod achosion hunanladdiad yn gymhleth, mae llawer o ffactorau risg, a grwpiau risg uchel yn sgil hynny, sy'n cynyddu risg syniadaeth hunanladdol a hunanladdiad a gwblhawyd. Mae pobl ifanc yn grŵp sydd â risg uchel ar gyfer salwch meddwl a hunanladdiad yng Nghymru ac o'r herwydd mae'n hanfodol i gwricwlwm newydd Cymru gyflawni ei ymrwymiad i iechyd a lles mewn ffordd glir ac ymarferol.

Mae Samariaid Cymru wedi parhau i groesawu'r cwricwlwm newydd ers lansio *Dyfodol Llwyddiannus* yn 2015. Rydym yn credu y gallai posibiliadau a chyfleoedd y cwricwlwm newydd gyflwyno diwylliant newydd o newid ym maes diwygio iechyd meddwl. Mae hanner yr holl broblemau iechyd meddwl yn dechrau erbyn 14 oed ac felly mae'r ddadl dros ddull ataliol yn glir; y blynyddoedd yn yr ysgol yw'r cyfle hanfodol i roi i blant a phobl ifanc y sgiliau mae arnynt eu hangen. Dylid edrych ar raglenni iechyd emosiynol mewn ysgolion fel math o waith hyrwyddo, atal ac ymyrryd yn gynnar a allai leihau'r pwysau ar CAMHS, lleihau problemau iechyd meddwl penodol a gwella cyflawniad academaidd.

Yn 2017, rhoesom groeso i gyhoeddi treial dwy flynedd gan Lywodraeth Cymru a fydd yn caniatáu i ddisgyblion â phroblemau iechyd meddwl mewn mwy na 200 o ysgolion yng Nghymru gael cymorth cynnar gan ymarferwyr CAMHS ar y safle. Fodd bynnag, er bod y math hwn o gysylltu gwasanaethau addysg ac iechyd yn hanfodol, pwysleisiasom fod ein galwad am weithredu yn dal i gael ei gosod yn nes at y gwraidd ac yng nghyd-

destun sylfaenol ymyrraeth gynnar trwy adeiladu gwydnwch; sgil a all leihau hunanladdiad yn y dyfodol.

Er gwaethaf y ffocws cryf ar iechyd a lles yn y cwricwlwm newydd, rydym yn pryderu y gallai'r cyfrifoldeb am iechyd emosiynol ac iechyd meddwl plant a phobl ifanc gael ei roi i bobl allanol. Er y bydd y peilot mewngymorth yn *'datblygu ... sgiliau athrawon'* i ymdrin â *'p[h]roblemau lefel isel ... o fewn eu gallu'*, mae'n hollbwysig i'r math hwn o gymorth fod ar gael i'r holl athrawon a staff ar draws Cymru. Fel rhaglen beilot, mae'n bosibl y bydd hon yn cynnig cymorth ychwanegol i'r ardaloedd peilot, ond yn methu â mynd i'r afael mewn modd cyson â'r mater dan sylw.

Mae cyllido rhaglenni iechyd meddwl allanol i ysgolion yn codi pryder tebyg. Er ein bod yn croesawu unrhyw fesurau sy'n darparu cymorth bugeiliol ychwanegol i blant a phobl ifanc, mae rhaglenni allanol yn symud y cyfrifoldeb oddi wrth yr ysgolion hwythau. Yn ystod gwahanol gyfarfodydd gyda gweithwyr addysgu proffesiynol yng Nghymru, rydym wedi clywed droeon bod yn well gan athrawon i asiantaethau allanol ddod i ddarparu rhaglenni iechyd meddwl oherwydd nad ydynt yn hyderus i'w darparu eu hunain neu, yn anad dim, oherwydd nad ydynt yn credu bod hyn yn rhan o'u rôl. Mae hwn yn destun pryder gwirioneddol ac yn un y mae'n rhaid inni fynd i'r afael ag ef yn ei darddle, yn hytrach na symud y broblem.

Rydym yn clywed yn rheolaidd am ysgolion rhagorol sy'n datblygu Maes Dysgu a Phrofiad Iechyd a Lles fel ysgol arloesi. Drwy gydol y cam datblygu hwn, mae Arloeswyr Iechyd a Lles wedi penderfynu peidio â llunio rhestr benodol o *'gynnwys'* i ddod o dan y Maes Dysgu a Phrofiad, ar y sail y gallai hyn arwain at feddylfryd ticio blychau. Mae'r Maes Dysgu a Phrofiad hwn wedi cael ei ddisgrifio fel un sy'n *'hyrwyddo agwedd sy'n rhoi pwyslais ar ddiben y rhan hon o'r cwricwlwm yn hytrach nag ar y cynnwys'*. Er y credwn fod y drafft presennol o'r datganiadau *'Beth sy'n bwysig'* i Faes Dysgu a Phrofiad Iechyd a Lles yn addawol, heb unrhyw gynnwys arfaethedig rydym yn mynegi pryder ynghylch rhoi'r cyfrifoldeb am wersi iechyd meddwl i bobl allanol neu dangynrychioli'r gwersi hyn.

Yn yr un modd, rydym yn credu bod y drafft presennol o'r camau datblygiad ym Maes Dysgu a Phrofiad Iechyd a Lles yn addawol iawn. Yn benodol, mae gan *'Mae sut yr ydym yn prosesu ac yn ymateb i'n profiadau yn effeithio ar ein lles meddyliol ac emosiynol'* gamau datblygiad cadarn a allai, o'u cyflawni, wella iechyd meddwl pobl ifanc yn sylweddol. Fodd bynnag, oherwydd y ffocws ar elfennau thematig iechyd a lles, yn hytrach na rhestr

¹ Cwricwlwm newydd i Gymru: Yr hanes hyd yn hyn... ([Llywodraeth Cymru](#))

cynnwys, ar hyn o bryd mae'n aneglur sut y byddai staff yn sicrhau eu bod yn cyflawni'r deilliannau. Dywedwyd wrthym y byddai iechyd meddwl, man lleiaf, yn cael ymdriniaeth trwy'r Addysg Cydberthynas a Rhywioldeb statudol. Mae'r drafft presennol o'r canllawiau ar Addysg Cydberthynas a Rhywioldeb yn cynnwys canllawiau technegol arfaethedig i ysgolion, sydd yn rhestru 'Sgiliau ar gyfer iechyd a lles'. Fodd bynnag, mae hwn yn gategori eang ac nid yw ar unrhyw gyfrif yn sicrhau darpariaeth iechyd meddwl. Yn y canllawiau drafft ar Addysg Cydberthynas a Rhywioldeb, mae adran cyfeirio hefyd sy'n rhoi manylion sefydliadau cymorth allanol i blant a phobl ifanc. Mae'r adran hon yn cynnwys bwlio, hawliau plant, cydraddoldeb, diogelwch ar lein, perthnasoedd a rhyw, iechyd rhywiol a chamdriniaeth rywiol. Ni restrir unrhyw sefydliadau cymorth penodol ar gyfer iechyd emosiynol ac iechyd meddwl, sy'n awgrymu nad yw'r topig yn un o elfennau craidd Addysg Cydberthynas a Rhywioldeb ac felly ni allwn ragdybio y bydd staff addysgu yn ei weld fel hyn.

Gan fod Addysg Cydberthynas a Rhywioldeb yn statudol, rydym wedi holi sut y bydd hyn yn ffitio i Faes Dysgu a Phrofiad sy'n thematig ac nad yw'n rhoi pwyslais ar gynnwys. Dywedwyd wrthym fod ei natur statudol yn golygu na fydd yn perthyn i un Maes Dysgu a Phrofiad penodol (Iechyd a Lles) ac y bydd yn lle hynny'n cael ei darparu ar draws y chwe maes. Credwn y dylid rhoi'r un cyfle i iechyd meddwl; ni ddylai'r topig hwn ddod o dan un Maes Dysgu a Phrofiad yn unig. Gallai iechyd meddwl fel elfen thematig o'r cwricwlwm ddod o dan nifer o Feysydd Dysgu a Phrofiad a chynnwys, megis technoleg, celfyddydau mynegiannol a llythrennedd.

Ar hyn o bryd ni wyddom am unrhyw ymrwymadau i gynnwys iechyd meddwl sylfaenol mewn Hyfforddiant Cychwynnol Athrawon. Rydym wedi galw am hyn yn rheolaidd drwy gydol ein gwaith ar bolisi addysg yng Nghymru. Rhoesom groeso i'r ffocws cryf ar y maes hwn yn yr adroddiad *Cadernid Meddwl* a gobeithiwn y bydd ymateb newydd Llywodraeth Cymru tua dechrau 2019 yn egluro'r cynnydd neu ymrwymiad i sicrhau y caiff ei gynnwys. O safbwynt ymarferol, er gwaethaf y ffocws cryf ac arloesol ar iechyd a lles yn y cwricwlwm newydd, ni allwn ddisgwyl i athrawon fod yn fedrus ac yn hyderus i addysgu disgyblion am iechyd meddwl neu i siarad am drallod emosiynol gyda golwg ar gyfeirio'n effeithiol neu ymdrin â'r mater yn fewnol fel rhan o ymagwedd ysgol gyfan. Gellid ymdrin â'r farn gyffredin ymysg rhai nad cyfrifoldeb athrawon yw iechyd meddwl trwy gynnwys hyfforddiant ar iechyd meddwl mewn Hyfforddiant Cychwynnol Athrawon a byddai hyn yn pwysleisio ei fod yn faes â blaenoriaeth uchel. Unwaith eto, dyma gyfle i wreiddio ymagwedd ataliol at iechyd meddwl, yn hytrach na cheisio rhoi'r cyfrifoldeb ar bobl allanol.

Fel sylw olaf, hoffem godi mater cynaliadwyedd. Er y gwyddom fod yna ysgolion rhagorol sy'n darparu rhaglenni diwygio arloesol yn eu hamgylcheddau trwy ddyluniad cwricwlwm neu ymagweddau ysgol gyfan, gwyddom hefyd fod y mentrau hyn yn aml yn cael eu hysgogi gan arweinwyr ABCh neu benaethiaid hynod frwdfrydig. Wrth farnu nad yw iechyd a lles yn rhoi pwyslais ar gynnwys, mae angen inni sicrhau bod ysgolion wedi'u paratoi i barhau'n llwyddiannus os bydd arweinwyr penodol yn gadael yr ysgol. Yn yr un modd, mae angen inni feddwl yn ofalus am ddarpariaeth iechyd meddwl gadarn mewn achosion lle rhoddir cyfrifoldeb am wersi i bobl allanol. Dim ond peth o'r ffordd y mae rhaglenni peilot ac ymarferwyr allanol, fel y trydydd sector, yn gallu mynd wrth gynorthwyo poblogaeth yr ysgol gyfan. Mae'n hanfodol nad yw hyn yn cael ei weld yn ffordd gynaliadwy o sicrhau darpariaeth iechyd meddwl mewn ysgolion.

At hynny, hoffem bwysleisio ein cefnogaeth i *Cadernid Meddwl* a'r gwaith hanfodol mae'r Pwyllgor yn ei wneud mewn perthynas ag iechyd emosiynol ac iechyd meddwl plant a phobl ifanc. Yn nhermau addysg yn benodol, gallai'r argymhellion a wnaethpwyd yn adroddiad *Cadernid Meddwl* wella iechyd meddwl plant a phobl ifanc yng Nghymru a bod yn rhan hanfodol o waith atal hunanladdiad.

Yn olaf, rydym wedi croesawu Busnes Pawb, adroddiad y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon ar atal hunanladdiad. Yn benodol, ar gyfer y maes polisi hwn, hoffem bwysleisio ein cefnogaeth i Argymhelliad 24 a'r angen i'w roi ar waith ar frys. Mae'r cwricwlwm newydd yn darparu adeg hwylus i wireddu'r argymhelliad hwn; yn arbennig cyhoeddi arweiniad i ysgolion ar siarad am hunanladdiad a hunan-niwed. Unwaith eto, mae hyn yn rhan hanfodol o sicrhau bod athrawon yn fedrus i siarad am drallod emosiynol mewn modd agored a hyderus. Gallai arweiniad o'r fath gynyddu'r niferoedd sy'n manteisio ar ddarpariaeth iechyd meddwl mewn ysgolion ac yn gwneud i staff addysgu deimlo eu bod wedi'u grymuso i gymryd perchnogaeth. Mae'n hanfodol inni achub ar bob cyfle i wreiddio'r neges nad yw siarad am hunanladdiad a thrallod emosiynol yn cynyddu'r risg; mae'n ei leihau.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 10

Ymateb gan: Cyngor y Gweithlu Addysg
Response from: Education Workforce Council

About the Education Workforce Council (EWC)

1. The Education Workforce Council (EWC) is the independent regulator in Wales for teachers in maintained schools, Further Education teachers and learning support staff in both school and FE settings, as well as youth workers and people involved in work-based learning.

The principal aims of Council are to:

- contribute to improving the standards of teaching and the quality of learning in Wales;
 - maintain and improve standards of professional conduct amongst teachers and those who support teaching and learning in Wales;
 - safeguard the interests of learners, parents and the public and maintain public trust and confidence in the education workforce.
2. This submission complements evidence previously submitted to the Children, Young People and Education Committee's review of curriculum and assessment arrangements in Wales: Implementation (2016)

The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design;

3. Research being conducted by **WISERD**¹ (2018) highlights some very positive experiences from pioneer school teachers regarding their involvement in curriculum development, however early discussions undertaken with staff have shown that there were some concerns e.g. around time, removal of high quality teachers from the classroom, and cost of supporting cover for teachers to attend meetings etc. There has also been some concern that the input of key stakeholders is being omitted from the process e.g. pupils, parents, HE subject specialists and

¹WISERD (June 2018): Pioneers voice their hopes and fears for the new Curriculum for Wales, WISERD (June 2018). Online, available from: <https://wiserd.ac.uk/news/pioneers-voice-their-hopes-and-fears-new-curriculum-wales>

business stakeholders. Implementation costs were also a key area of concern, particularly around the Digital Competency Framework which has a pivotal role in the development of the new curriculum.

4. Given that workload was one of the key concerns highlighted via the National Education Workforce Survey² in particular for teachers (78.1% of school teacher respondents and 61.8% of FE teacher respondents found this to be the least rewarding aspect of their job) it is important to ensure that curriculum development activity does not further impinge upon the workload of staff as the development activity gains impetus. Sufficient time needs to be allocated to practitioners to enable them to fully participate in development work in order that it does not impact negatively on learners or their work-life balance.

How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers;

5. The Cabinet Secretary for Education's recent statement³ outlines Welsh Government's commitment to investing significant financial resources into supporting practitioner development. The sum of £24 million, earmarked for the professional learning of both teachers and learning support staff, is being split over two years (£9 million to be distributed via the regional consortia in the first year and £15 million in the second year to be distributed via the local authorities), however, at the present time, it is not clear what the professional learning offer will look like in practice. Such a significant investment, whilst welcomed in principle, if it were to be looked on a per capita basis, this raises questions about whether this is sufficient investment to have a tangible impact. Equally, the fact that this is only a pledge of funding for two years, creates concerns around sustainability.
6. The significant investment in professional learning requires sufficient oversight to ensure stakeholders can be confident that this money is being utilised to best effect, particularly given the increasing funding pressures schools and local authorities are facing. There needs to be sufficient external scrutiny, clear key performance indicators, quality assurance of consortia provision and evaluation of impact. There also needs to be guidelines in place to ensure that money is spent appropriately and that there is a consistent, equitable approach across all consortia areas. With all funded provision delivered by the consortia, there is an inherent danger that professional development offering will become internalised with lost opportunities to learn from outside.
7. Council would also like to see a more holistic approach to developing the education workforce as a whole. Welsh Government afforded additional legislative powers to the Education Workforce Council which means that Wales is in a unique position of having a range of education practitioners all under one regulatory framework, including those in work-based

² EWC National Education Workforce Survey, 2017: Available from www.ewc.wales

³ Kirsty Williams, Plenary 13 November 2018 <http://record.assembly.wales/Plenary/5363#A46717>

learning, FE, and youth work. Wales now has one of the most comprehensive registers of education practitioners in the world, yet there is concern that opportunities to raise standards across the whole spectrum of education practitioners are being missed. Whilst it is appreciated that that teachers and learning support staff in schools make up the main part of the Register, there are other individuals supporting learners who will be both directly and indirectly involved in the curriculum journey and there needs to be equity in the system to ensure a cohesive and responsive workforce.

8. It is important that Wales learns lessons from previous education reform activity, e.g. the foundation phase in Wales. The 2014 independent report⁴ on the foundation phase found that successful implementation 'relies on all the key players (including head and lead teachers/practitioners, class teachers, teaching assistants, nursery staff, governors, committee members, advisors and inspectors (p.21)).
9. It is recognised that the new suite of professional standards aims to align the expectations of professional learning with the requirements of the new curriculum, but this requires more than financial investment, it also requires a cultural shift with clear, consistent messages coming from Welsh Government about what the expectations are. This is not something which can change overnight and requires sustained activity. The number of learning support assistants in the education workforce in Wales is almost on a par with the numbers of teachers (As at 1 March 2018 35,576 school teachers, 32,662 schools learning support workers), yet the professional standards for this group are currently only at the pilot stage, and have not yet progressed through the formal Welsh Government consultation process. The expectations on this group in terms of professional development and learning are therefore lagging behind.

Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools);

10. We know that there is variation between schools in terms of their preparedness for the new curriculum, and this is largely linked to the weakness in the pioneer school model. A recent Estyn report⁵, for example, highlights that some schools made only tentative steps in developing the curriculum as they are awaiting definitive guidance from Welsh Government before committing to deep-rooted change (p.10). Their report illustrated that schools were at very different stages in the curriculum development journey (p.15). It is imperative that where slow progress is being made, that there is sufficient support to move these schools in the right direction and to get them on board with the process.

⁴ Welsh Government: An independent stocktake of the Foundation Phase in Wales – Final report. 2014

⁵ Estyn (May 2018): Curriculum Innovation in Primary Schools. Available from:

<https://www.estyn.gov.wales/sites/default/files/documents/Curriculum%20innovation%20in%20primary%20schools%20-%20en.pdf>

The preparedness of schools and teachers for delivering the new curriculum and to what extent the concepts of Professor Donaldson's *Successful Futures* review are being tested and carried out already;

11. There is evidence from the National Education Workforce Survey⁶, that some education practitioners were more familiar with the content and recommendations in Professor Donaldson's report 'Successful Futures' than others. Given the timeframes for implementation, it is of concern that 38.6% of school teacher respondents to the survey felt they were 'not very', or 'not at all' familiar with this. Within the supply sector, there was even less familiarity with Donaldson's report with 71.1% of supply teachers respondents indicating they were 'not very' or 'not at all' familiar with the content and recommendations contained within.
12. The supply workforce in Wales constitutes a sizeable proportion of the overall teaching workforce. Data held of the register of education practitioners as at 1 March 2018 indicate that there are more than 4,800 school teachers working on a supply basis which constitutes approximately 14% of all school teachers on the register. It is of paramount importance that the supply workforce is factored in to the communications strategy, professional development offering and developmental work around the curriculum.
13. Evidence from the National Education Workforce Survey⁷ 2017 suggests that education practitioners would value more professional development opportunities around curriculum content and design, which suggests this is either an area where practitioners have not had sufficient support, or because it has recently become a new priority:
 - 35.2% of school teachers who responded to the survey said they would welcome development around curriculum content and design;
 - 39.1% of school supply teachers who responded to the survey said that would welcome development in curriculum content and design;
 - 27.6% of FE teachers who responded to the survey said that they would welcome development around curriculum content and design.
14. It is recognised that following on from previous concerns around the sufficiency of communications about the progress of the new curriculum amongst key stakeholders, efforts have doubled in terms of making improvements in this area e.g. via the curriculum for Wales blog. It is not clear how communications are being targeted at those practitioners in education related roles who are supporting schools to ensure a joined up approach.

⁶ ibid

⁷ ibid

The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050;

15. The scale of curriculum reform in Wales is deliberately bold and ambitious, but there are also a number of parallel reforms being implemented which are having a significant impact upon the education workforce. Wales needs to learn from the experiences of curriculum reform in Scotland. The curriculum reform journey in Scotland has not been a smooth journey, and it must be noted that their reform agenda was less ambitious than the approach being taken in Wales.
16. The register of education practitioners holds valuable information about the Welsh language ability of the education workforce. As at 1 March 2018, 33.3% of registered school teachers indicated that they were Welsh speakers. Whilst this is higher than the general population according to census data, this figure has remained relatively static over several years. In terms of school teachers able to teach through the medium of Welsh, 27.3% have this ability. Again, this figure has shown negligible change over several years despite efforts to upskill the workforce in this area (e.g. via sabbatical schemes, etc.). In order to meet the need for increased demand for Welsh language education provision, there needs to be a clear and focused strategy to ensure there is a sufficient supply of teachers with these skills.
17. It is recognised that there are explicit references to developing Welsh language ability in the new professional standards, but whilst this may act as a lever, there needs to be a range of accessible, cost effective professional development opportunities available to all individuals supporting learners. It must also be considered that there are costs involved in releasing staff from their role, which may present a barrier. The impact on the learner also needs to be considered since releasing staff from their educational setting may have continuity implications.
18. Welsh Government have recently afforded the EWC additional powers to accredit programmes of Initial Teacher Education (ITE). From September 2019, all ITE programmes in Wales will need to be accredited by the EWC. The criteria for ITE⁸ make explicit reference to developing new teachers' understanding of the curriculum including curriculum design and planning. This represents a very positive step which will ensure new teachers entering the workforce are equipped with the skills and knowledge required in this area. Cognisance needs to be given, however, to the fact that existing education practitioners and those responsible for coordinating and overseeing the implementation will have limited experience in curriculum design. It is important therefore that there are suitable development opportunities available and that the impact of the training/development is evaluated to ensure it remains fit for purpose. It

⁸ Welsh Government (2018) Criteria for the accreditation of initial teacher education programmes in Wales: Teaching tomorrow's teachers <https://beta.gov.wales/sites/default/files/publications/2018-09/criteria-for-the-accreditation-of-initial-teacher-education-programmes-in-wales.pdf>

is not clear where the expertise is coming from to develop knowledge of curriculum design, given that it is an entirely new approach.

19. Trend data⁹ for Initial Teacher Education (ITE) illustrate that the supply of new teachers is dropping year on year. This is further compounded by the fact that centres are not recruiting to target. A total of 1,910 students successfully completed their programme in 2002/03, compared with 1,033 in 2016/17 which constitutes a fall of 45.9%. Whilst recruitment targets were adjusted in line with a previous oversupply in the system following on from the 'Review of initial teacher training provision in Wales' report¹⁰ (2006), it is important to ensure that there remains a sufficient supply particularly in relation to certain subjects where traditionally it has been difficult to recruit to target. It is becoming difficult to meet ITE targets for Welsh language, for example, which will impact on numbers coming through the system with highly developed Welsh language skills. Teaching is competing with other professions for high calibre graduates with Welsh language skills, and often other professions can offer more attractive salaries and reward packages. Whilst attempts are being made to build Welsh language capacity within the existing workforce via various initiatives, it will still need to be complemented with new entrants with sufficient language skills.
20. As the ITE system builds the foundations for new teachers to develop a better understanding of curriculum design, the role of the National Academy for Educational Leadership will be vital in ensuring that existing and future education leaders in Wales are sufficiently equipped to support their staff in meeting the challenges of the new curriculum.
21. The Digital Competence Framework (DCF) aims to underpin the new curriculum, however recent evidence from Estyn¹¹, suggests that some leaders are unsure of when the DCF should be implemented, due to there being no explicit realisation date which '...suggests to some that it will be introduced at the same time as the new curriculum, six years after the DCF was first made available. As a result the DCF could lose impetus' (p.3). The report also expressed a specific concern in relation to secondary schools in that too few digital leads have mapped the provision of the DCF across KS4 (p.15). This means that they are not currently in a position to fully realise the DCF. It is vitally important the systems and frameworks that aim to underpin and support curriculum development are moving at the same pace.

Any other issue stakeholders wish to draw to the Committee's attention.

22. Wales is keen to develop schools as learning organisations as this is seen to be pivotal in ensuring that they can be responsive to the changing

⁹ EWC: ITET student results (Wales) academic year 2016-2017 (5 year trend). Available from: <https://www.ewc.wales/site/index.php/en/policy-hub/statistics-archive.html>

¹⁰ Furlong, J; Hagger, H and Butcher, C. (2006). Review of Initial Teacher Training Provision in Wales A Report to the Welsh Assembly Government University of Oxford.

¹¹ Estyn (2018) Preparing for the Digital Competence Framework (DCF) Available from: <https://www.estyn.gov.wales/thematic-reports/preparing-digital-competence-framework-dcf>

educational landscape and supporting the development of the new curriculum. A recent report by the OECD¹², however, suggests that whilst significant progress has been made by the majority of schools, ‘a considerable proportion of schools are still far removed from realising this objective’. It also suggests that secondary schools are finding it more challenging to develop as learning organisations. The fact that there is variability in the system creates challenges.

23. Much of the activity over recent years in the area of education policy has tended to be very school-centric, yet the education workforce responsible for delivering the curriculum encompasses groups beyond schools. The Education Workforce Council currently has over 1,000 registrants in the youth work sector and more than 2,600 in the work-based learning sector. There are also 2,554 FE learning support workers and 5,844 FE teachers registered with the EWC (as at 1 March 2018).
24. Whilst much of the curriculum development work is being driven by the pioneer schools, it is important to recognise that there is also good practice to be seen outside the pioneer schools. It is of paramount importance to ensure that there is a mechanism to ensure that good practice is identified and that it is easily accessible.
25. Whilst the impending curriculum changes are lauded as a revolution in the way education is delivered in Wales, it will inevitably invite intense scrutiny from key stakeholders, with a need to get it right. Whilst it appears that much work has gone in to the development of the curriculum itself, it is not clear what work has gone in to systematically documenting the ongoing development activity and planning for future evaluation of the curriculum reform process.
26. The political timetable could also have an impact on curriculum reform matters and it is important that there remains a focus on pressing ahead and maintaining momentum throughout this period in order that impetus is not lost.

¹²OECD (2018) Developing Schools as learning organisations in Wales. Available from: https://www.oecd-ilibrary.org/education/developing-schools-as-learning-organisations-in-wales_9789264307193-en

CR 11

Ymateb gan: Llywodraeth Cymru
Response from: Welsh Government

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Ein Cyf / Our ref: MA/P/KW/4329/18

Lynne Neagle AM
Chair of the Children, Young People and Education
Committee National Assembly for Wales
Cardiff Bay
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Llywodraeth Cymru
Welsh Government

5 December 2018

Dear Lynne,

Developing the new curriculum for Wales

I would like to thank the Children, Young People and Education Committee for the opportunity to provide an update on progress with our programme of educational reforms and introduction of the new curriculum.

Since our last formal update in December 2017 we have made good progress. I am confident that we are in a positive place, with the main design phase of the curriculum on track to complete as planned in the New Year.

I believe the way we work in partnership across the sector with schools, Higher Education, Further Education, educational experts, Estyn, Qualifications Wales, Local Authorities and regional consortia, is a key strength. It allows us to keep schools at the heart of the development work, brings together practice, evidence and policy, promotes a sense of ownership in the reform and supports sustainable change.

A transformational curriculum is at the heart of our system wide reform to education. Supporting its delivery are four essential enabling objectives to drive system change:

- Developing a high-quality education profession;
- Inspirational leaders working collaboratively to raise standards;
- Strong and inclusive schools committed to excellence, equity and well-being; and
- Robust accountability and assessment arrangements supporting a self-improving school system.

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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.

This ambitious reform will touch nearly every part of the school system and this update to the Committee includes progress across our overarching and enabling objectives, within which I also address the Committee's consultation questions.

Lastly, I would like to thank Members for engaging with some of our Pioneer schools to see the good work they are doing. I understand some visits will take place after my written update. I hope those who have been able to visit our schools have had a useful opportunity to discuss the work they are doing directly with practitioners, and for the remainder I hope you will have the opportunity to experience this soon.

1. Governance

The long term aim of the Welsh Government is to build a Wales that is prosperous and secure, healthy and active, ambitious and learning, and united and connected, as set out in our key strategy, *Prosperity for All*.

Our plan of action for education, *Education in Wales: Our national mission*, sets out how the school system will move forward over the period to 2022 with a key goal to raise standards for all, reduce the attainment gap and to deliver an educational system that is a source of national pride.

In addition to our normal engagement and consultation with key stakeholders, we have a robust Governance Framework in place to support delivery of our programme of educational reforms under our national mission and decisions made by me as Cabinet Secretary for Education. For programme level decisions, the key elements are:

Change Board – provides strategic oversight of the programme with specific focus on three key areas of reform which are the curriculum; professional learning; and accountability. The Board is responsible for ratification of decisions in respect of our national mission prior to submission for my final decision. The Board provides assurance on key issues and decisions and on matters escalated from the Delivery Board. It normally meets bi-monthly, but meetings are held more frequently if required and if necessary, decisions are made out of committee. Membership of Change Board includes senior representation from the middle tier including Local Authorities, regional consortia, Estyn, Qualifications Wales and the Education Workforce Council.

Delivery Board – manages and progresses the programme's operational business, monitors delivery and performance, ensures robust processes are followed and makes recommendations in respect of decisions to be ratified by the Change Board. It is able to escalate matters to Change Board for additional assurance. The Board identifies programme risks and suggests mitigation measures to address them. Meeting monthly, its membership includes middle tier representatives at assistant director and equivalent level.

Independent Advisory Group – chaired by Professor Donaldson, the group provides independent expert advice to Change Board, technical feedback, and functions as a critical friend. The Group has an advisory function, engaging with Senior Responsible Officers and influencing decisions, linking in with the Delivery Board.

Strategic Stakeholder Group – provides advice to the Welsh Government, engages with Change Board and Delivery Board and supports the communication of key messages, including through its representative body members. Its Children and Young People sub group has recently been re-established and set up to specifically take account of the views of children and young people in the reform journey. The sub group membership includes

representatives from a range of organisations including, the Children's Commissioner Wales, Urdd Gobaith Cymru, Children in Wales, Ethnic Minorities and Youth Support Team Wales, and Sport Wales.

The Welsh Government has a Programme team directly supporting the governance and management of our priorities under our national mission.

Their work includes programme planning; identification and management of risks, issues and dependencies; servicing the Boards; and facilitating the collection, collation and flow of information between components.

The Welsh Government has its own corporate arrangements for decisions on internal matters. In addition to the transformational curriculum arrangements outlined below, at a programme level, the areas of accountability, professional learning and leadership also have specific arrangements in place to manage and support the work streams. The Curriculum and Assessment Group (CAG) and the Curriculum Coherence Group operate in this context.

Curriculum and Assessment Group (CAG) – The Group's role is to inform and assist with the design of the new curriculum and assessment framework; ensure that the new curriculum remains true to the principles set out in *Successful Futures*; and to support and test the practicability of models for reform as set out in *A curriculum for Wales: a curriculum for life*. Two of its key specific tasks are to ensure the interests and requirements of external stakeholders are taken into account through the design and development process, and to provide independent evidence and confident challenge and direction to the Pioneer Schools Network.

Curriculum Coherence Group – The purpose of the Coherence Group is to bring together the leadership of every Area of Learning and Experience group together with Estyn, Qualifications Wales, the Camau project and the Consortia to ensure the curriculum and assessment arrangements are developed in a coherent manner. Meeting monthly, the Group provides the primary forum for detailed scrutiny and quality enhancement of the work of the Areas of Learning and Experience groups and makes recommendations to the Delivery Board where specific issues for decision arise.

To support the decisions on the transformational curriculum that rest with me as Cabinet Secretary for Education, I can be assured that as an expert representative group, the Coherence Group provides critical input to policy, against which the Delivery Board ensures robust processes are followed, and Change Board ensures consideration and read across with our priorities and related educational reforms. I have also reformed my monthly Ministerial Policy Board so that external stakeholders are included, offering challenge and advice on a different area of policy reform at each meeting.

Communications strategy – The key focus of our communications strategy to date has been ensuring that all schools have the opportunity to be fully informed of the latest developments in curriculum reform, and that the process is completely transparent. Over the past year this has included regular updates via our growing range of *EducationWales* digital channels including Facebook, twitter, regular updates for the *Curriculum for Wales* blog and the launch of a new *EducationWales* podcast. The use of engaging digital content including video and contributions to the blog has resulted in a steady growth of visitors and interest in the curriculum. I also undertake regular live twitter Q&A sessions which result in good engagement; the November Q&A focused on the new curriculum.

Our engagement with head teachers is crucial to the co-production of the new curriculum and to prepare them for the changes being made. During 2018 the Welsh Government and consortia jointly held conferences for primary and secondary school heads to engage them in the development of a new accountability model to support the new curriculum, and head teacher conferences in the autumn focusing on the new approach to professional learning. Raising the status of the profession is a central part of our national mission and the Professional Teaching Awards in 2018 rewarded innovation and excellence in the profession in Wales. They also succeeded in attracting a 20% increase in nominations.

As part of its ongoing work, the Committee may wish to consider some of the information published to date under the Curriculum for Wales blog (<https://curriculumforwales.gov.wales/>) and under relevant sections of the Welsh Government website's education pages (<https://beta.gov.wales/education-skills>), including issues of the Dysg newsletter (<http://learning.gov.wales/dysg-newsletters/?lang=en>).

Update – Delivery of Our National Mission

2. Transformational curriculum

In September 2017 following feedback from the profession and looking at international best practice, we revised the timetable for developing and introducing the new curriculum and assessment framework. This decision was well-received. We are on track to publish the draft curriculum in April 2019 .. The information will be presented in a single, public-facing area of the Hwb website which will allow all users to access the new curriculum and provide feedback.

In line with *Successful Futures*, the Curriculum and its assessment arrangements will be built on progression. Areas of Learning and Experience will include Achievement Outcomes; setting expectations for learners, for curriculum planning and forming the basis for assessment.

Progression Steps will be described at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16. For each of the Progression Steps we will set out Achievement Outcomes, which will detail the most important aspects of learning and experiences for learners to achieve in order to securely progress in their learning.

Curriculum - The past year has been a critical and busy period in the design and development of the new curriculum. The development of Areas of Learning and Experience has reached its most intense period, with a significant amount of highly technical work. Over the past year AoLE groups have:

- developed “What Matters” statements, which are the high level key concepts for each AoLE and ways of organising learning across the curriculum;
- engaged with discipline experts to challenge and support their design work
- engaged with national and international curriculum design experts to ensure independent evidence and challenge;
- outlined the essential knowledge, skills and experience needed to achieve the “What Matters” statements and the four purposes, and worked to ensure that the links and dependencies between each of the AoLEs are identified;
- produced achievement outcomes for each progression step;

- Pioneers have been working closely with researchers at the University of Wales, Trinity St David and Glasgow University who have provided an evidence based approach as part of the CAMAU project;
- developed guidance to support schools and settings in using the new curriculum to support learning and teaching, and worked with bilingual editors to ensure the curriculum is developed in both languages.

We have published a number of updates including a key update in June this year through a special edition of Dysg to update on progress in developing the new curriculum including the learner progression model. The update can be found at the following link:

<https://content.govdelivery.com/accounts/UKWALES/bulletins/1f930de>

I also published a written statement later in June to update on progress. The update can be found at the following link:

<https://gov.wales/about/cabinet/cabinetstatements/2018/newcurriculumandassessmentarrangements/?lang=en>

As the curriculum is being developed, Pioneer schools have a key role in engaging with education professional across the whole sector to share, test, develop and improve their thinking during this design phase. These roles have been set out in a core brief that was shared with Pioneers Schools. Pioneers are currently developing guidance on how assessment will support learning in the new curriculum.

Regional consortia also have a key role in sharing progress with all schools and supporting teachers in the realisation of the new curriculum as it develops. Professional learning pioneers have began 'sense making' the content within their schools and clusters.

Latest checkpoint - The last checkpoint for the Curriculum and Assessment Group in this phase of work was held in early November. The Group provided positive feedback on the design and development work to date. They provided detailed comments and reflections on each Area of Learning and Experience, the curriculum as a whole, and the overarching guidance. The group also discussed the potential implications of curriculum development on wider reform elements as we move towards the feedback phase in April.

Assessment Working Group – Building on the existing work to establish assessment principles for the new curriculum, in October we established a working group, made up of a number of pioneers from each AoLE along with pioneers from the Strand One Assessment and Progression steering group, Estyn and Qualifications Wales, to focus on developing the new assessment arrangements. The overall aim of the Assessment Group is to inform and assist with the design and delivery of new assessment arrangements; ensuring that they support the purposes of education as set out in Successful Futures, and that they adhere to the principle that assessment should always be proportionate to its benefits.

Our future assessment arrangements will have a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching. The central focus of assessment in the future will be to ensure all learners understand how they are performing and what they need to do next in order to progress and realise their potential.

Online Personalised Assessment – Responding to the Successful Futures recommendation to develop innovative, interactive approaches to assessment, and in line with commitments in Our National Mission, work is proceeding to begin the phasing in of

adaptive personalised assessments to replace the paper-based reading and numeracy tests.

The new assessments adjust the difficulty level of questions to suit the learner being assessed which gives teachers and schools more targeted and detailed information on their learners' performance. They also reduce the time it takes to provide this high-quality feedback, allowing learners and teachers to plan the steps they need to take in order to move forward.

The procedural numeracy assessments went live on the 5 December, with reading following in 2019/20 and numerical reasoning in 2020/21.

Legislation - We are proposing the new curriculum will be underpinned by a Curriculum and Assessment (Wales) Bill and the White Paper for the Bill and the draft Regulatory Impact Assessment are scheduled for publication in the New Year.

Welsh - Within Our National Mission and in tandem with the development of a transformational curriculum, the Welsh Government commits to developing a transformational approach to the learning, teaching and assessment of the Welsh language with the aim of ensuring all learners will be able to use the Welsh language when they leave school.

In line with the vision of *Cymraeg 2050* and Professor Sioned Davies' recommendation, the Languages, Literacy and Communication AoLE group is working on the basis of developing one continuum for learning Welsh, English and other languages. This will be available for feedback in April 2019. We have also published the Welsh in Education: Action Plan 2017-21 setting out our plans to achieve the vision of *Cymraeg 2050* to develop a transformational curriculum to enable learners to use the Welsh language when they leave school at 16.

Foundation Phase - We have been working hard with stakeholders to ensure that the needs of our youngest learners in the current Foundation Phase curriculum are taken fully into account in the development of the new curriculum. While the new curriculum will remove artificial barriers, supporting transition through education, the developing curriculum needs to reflect the strengths that the Foundation Phase has brought to education in Wales, and reflect these through coherent and continuous education for all 3 – 16 year olds.

In recent months we have strengthened the work of the AoLEs through strong representation from the Foundation Phase, including representation from the maintained and non-maintained sector, consortia, non-maintained umbrella organisations, academia, and Pioneer schools.

We have also recruited independent expertise to review the progress of this work and to validate how well the Foundation Phase ethos, principles and pedagogy have been incorporated across the new curriculum. We are confident that we can strengthen our approach to early years education, and build on the strengths of the Foundation Phase through this work, to ensure the needs of our youngest learners are fully addressed in the new Curriculum.

Looking forward, we will begin working with partners in spring 2019 to consider how we can build on the current Foundation Phase Profile to ensure we can seamlessly align assessment arrangements in the early years with the new curriculum to support practice.

We will ensure this work is inclusive and considers the needs of our children in Flying Start settings and those with additional learning needs.

3. Developing a high-quality education profession

We believe the success of the new curriculum is dependent on our four enabling objectives. As we come to a key milestone in the design of the new curriculum the next phase of reform will focus heavily on action to ensure the teaching profession is confident and capable to deliver it.

Professional Standards for Teaching and Leadership - We worked with consortium colleagues and other partners to develop the five professional standards for teaching and leadership – pedagogy, collaboration, innovation, professional learning and leadership. The new standards concentrate on the essential elements of every teacher's work. The standards are aligned with the four purposes of the curriculum and the national approach to professional learning. They contain descriptors which provide aspiration and a focus for exploration, reflection and career-long professional learning.

The standards were published in September 2017 and all new newly qualified teachers (NQTs) undertaking induction have been using these standards. Since September 2018 all teachers and leaders have been using the standards.

Welsh Government Education officials have also been working with the profession to co-construct a set of standards for all those who assist teaching, using the same model as the professional standards for teaching and leadership. The model, developed via practitioner workshops held across Wales, has been shared with consortia, Higher Level Teaching Assistant assessors, workforce unions and other stakeholders. It has also been trialled in a small number of primary, secondary and special schools and the feedback was used to arrive at the current draft standards. The draft standards were made available in the summer term and on 29 November I announced a formal consultation on the draft standards.

We have also been working closely with consortia induction leads to support the implementation of the new standards with NQTs. This has included taking a fresh look at the role of standards and mentoring in induction. The result has been a shift away from a 'checklist' approach to an emphasis on using the standards to reflect on professional experiences with the support of high quality mentoring. In order to pass induction, NQTs must demonstrate they meet all of the relevant descriptors in the standards.

We have also begun to work with consortia to increase the rigour and value of induction by formalising the induction standardisation and moderation process across Wales.

Another focus has centred on our new recruits into the teaching profession, which I acknowledge is an area identified as underperforming in the past with concerns around recruitment statistics, inspection findings and quality of graduates coming through the system. I have added rigour to the accreditation process by empowering the Education Workforce Council to accredit individual Initial Teacher Education (ITE) programmes. This exercise seeks to raise the standard of teacher training in line with the new professional standards and with the new national model for professional learning. Newly accredited ITE programmes will commence September 2019.

These new ITE partnerships represent the real step change required in the sector. They will design and deliver courses that support the four purposes of the new curriculum for Wales, and address the six Areas of Learning and Experience.

We are making good progress with the new part-time Post Graduate Certificate in Education (PGCE) which combines online study with tutorials and seminars, something that has the potential to make Wales a world-leader in this area. This will enable student teachers to maintain their current commitments whilst studying. In addition we are developing a new Employment Based Route, where student teachers can be employed by a school from the outset. This will be targeted to help address teaching shortages in schools across our regions and together with the new PGCE.

We require a partner of the highest quality that shares our high ambitions and vision for ITE in Wales to work with us to develop and deliver both the part-time PGCE and employment based routes. A procurement exercise is ongoing with the contract scheduled to be awarded February 2019. We expect to see the first students entering the programmes from academic year 2019/20.

To help head teachers manage their workload and focus a greater proportion of their time on teaching and learning, we are working with Local Government to provide £1.2 million over two academic years to reduce unnecessary burden through the appointment of school business managers.

Over 100 schools are being supported through the pilots. However recognising progress has been slower than desired, we also plan to launch a new workload reduction initiative in the coming months.

National Approach to Professional Learning - Our new curriculum cannot be delivered without a high-quality education workforce. That is why I have launched a National Approach to Professional Learning (NAPL) that builds capacity from initial teacher education and is embedded in evidence-based research and effective collaboration. We are expecting a profound transformation in the way our practitioners and leaders think about their professional learning in light of the new curriculum and we need to provide support to schools to enable them to make this step-change.

In November this year, I announced our single biggest investment in support for teachers as part of the NAPL. This will see £9 million in 2018-19 and £15 million in 2019-20 invested to support teachers to plan ahead for the new curriculum and minimise disruption to pupils' learning whilst prioritising the wellbeing of teachers in this significant period of change. Funding will be allocated to the frontline and will be targeted to create and release capacity at school and cluster level for structured, managed and resourced engagement with the professional learning for the new curriculum.

Our own "made in Wales" approach to professional learning is a key point in our reform journey. It pulls together our new professional standards, the *Schools as Learning Organisations* approach, and professional learning model, to create a vision fit for our evolving system. When the draft curriculum is launched in April 2019, we will further develop our understanding of the professional learning challenges associated with implementation in schools.

We are already investing in professional learning to ensure that the workforce can develop their Welsh language skills in accordance with the Professional Standards for Teaching and Leadership and in preparation to deliver the new curriculum. Through regional consortia, we will also encourage schools to strategically plan for improvements, to include

consideration of workforce planning, and developing a culture and ethos within schools to promote the Welsh language.

Welsh Government Education officials are currently working with the Knowledge and Analytical Services Division to implement appropriate mechanisms to monitor the impact of the emerging National Approach on the ground.

Supporting resources - The launch of the National Approach for Professional Learning during the autumn term education conferences was supported by a new animated explainer, clarifying links with wider curriculum reform, distinctive NAPL branding and an interactive Diamond 9 tool to encourage practitioners to consider immediate professional learning priorities aligned to the Approach in their own setting.

Additional bespoke resources developed to support the education conferences including 'talking heads' videos featuring lead experts and academics and Higher Education Institution research papers will be made more widely available on Hwb. Phased publication of the new resources will commence from January 2019.

Following a national pioneer event in the autumn, a series of vox pop videos were produced featuring professional learning pioneers, regional consortia professional learning leads and Higher Education partners to provide an update on the work of the pioneers and reinforce how the new Approach will support the new curriculum.

System readiness through professional learning - Immediate professional learning development needs will vary according to the school context and the specific needs of individual practitioners.

We are in the phase of the programme now where, through Critical Collaborative Professional Enquiry (CCPE) led by pioneers supported by Higher Education partners, we are drawing out the needs of practitioners, to ensure that professional learning offer in the regions is responsive to emerging requirements.

The regions will have a variety of ways of sharing the outcomes from the CCPE process as part of the Professional Learning offer, and Welsh Government Education officials will work with the regions to ensure that the relationship between pioneers (and other schools who have taken the lead) and the wider community of schools delivers for schools across the system.

The key areas of focus for the initial Professional Learning Programme will be based on what comes out of the AoLE development process, but will certainly include professional learning opportunities for all practitioners on:

- Purposes driven instead of coverage based curriculum – what changes about planning, realising and assessing learning?
- The six AoLE – moving to interdisciplinary models of teaching and learning, and exploring project based approaches;
- Moving from what matters to what we learn – realising the curriculum with local relevance and authenticity;
- The implications for practice of the pedagogic approaches proposed in Successful Futures – what changes in the classroom?
- Incorporating new content and new content relationships across all the AoLE;
- School-level curriculum making – new skills for the new approach;

- Re-thinking assessment and progression;
- Moving from big data to child-centred intelligence about pupil progress.

Consortia have a critical role in the provision of professional learning opportunities that schools can access, and which can prepare them for the realisation of the curriculum at a local and regional level. This includes the work currently being led by the curriculum and the professional learning pioneers, to the work of specialist advisers in regions and the work of challenge advisers.

Welsh Government Education officials are working closely with consortia Managing Directors and with the regional leads for professional learning to ensure that consortia adopt a consistent approach to professional learning; that they meet the quality imperatives; and that all schools have access to a consistent level of provision and support.

Engaging schools - Professional learning pioneer schools have undertaken detailed engagement work with cluster partners to consider initial professional learning implications of the new curriculum.

This work initially began during the Spring Term 2018, when the professional learning pioneers supported engagement cycles led by the CAMAU partnership to explore the emerging progression framework to support the new curriculum. Since the Autumn Term, professional learning pioneers have worked with Higher Education partners to deepen and enhance their intelligence of emerging professional learning needs through a series of enquiries. From the Spring Term, professional learning pioneers will extend their enquiry focus to work with cluster schools and the wider education network, to begin to provide the evidence basis to enhance the ongoing roll-out of the National Approach to Professional Learning.

To enable schools outside the pioneer network to actively engage in this process, enhanced cluster funding will be made available to incentivise and encourage cluster schools to become actively involved in professional learning enquiries led by the professional learning pioneers.

4. Inspirational leaders working collaboratively to raise standards

In 2014, the OECD reported that Wales should '*treat developing system leadership as a prime driver of education reform*'. We have responded positively, enhancing and developing our National Professional Qualification for Headship (NPQH) and our new professional leadership standards for schools.

We launched the National Academy of Educational Leadership (NAEL) on 16 May this year. Now operational, the Academy is will secure, nurture and inspire leaders now and in the future. It is responsible for the development of leadership provision which includes quality assurance and supporting all leaders regardless of where they are in their careers path with a common access approach to leadership.

The Academy has already endorsed its first training programme that will benefit 150 new and acting head teachers in the first year and a further endorsement round currently on going with further plans to review and develop the endorsement process. The Academy is beginning to broaden its influence and focus, working with the wider sector including unions, Further Education and work based learning partnerships. It is also starting to look at innovative practice which can be developed.

5. Strong and inclusive schools committed to excellence, equity and well-being

We believe strongly that our learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment.

In January this year, the Additional Learning Needs and Educational Tribunal (Wales) Bill received Royal Assent, paving the way for a new approach that will drive improvement to standards and to support learners up to the age of 25 to meet their full potential. This is part of a much wider Additional Learning Needs (ALN) Transformation Programme, supported by a commitment of £20million from 2017-18 to 2020-21. These changes will not be in overnight, but through our ALN Transformation leads, we are supporting delivery partners to be ready for the new system and bring about the cultural change needed to fulfil the duties set out in the Act.

We have made good progress in helping schools address the needs of disadvantaged learners. Our independent evaluation of the Pupil Development Grant (PDG) supports this, also indicating that schools consider the funding to be invaluable. The PDG is currently at £95 million annually, rising to £97 million in 2019-20, including PDG Access. There is considerable evidence that investment which addresses barriers earlier in education has a beneficial impact on learners. We have more than doubled the Early Years PDG to the equivalent of £700 per eligible learner to reflect this.

I have announced £3 million over this year and next to support the development of a new national approach to identifying, supporting and inspiring our most able and talented learners, recognising we must do more to identify, support and stretch these groups of learners. This includes an extension of the Seren Project to inspire more learners from an early age.

In September this year the Cabinet Secretary for Health and I jointly established a Ministerial Task and Finish Group to consider how we embed a whole school approach to emotional and mental health within an integrated system approach.

The Group will have a challenging programme of work, building on progress to date and the recommendations of the Committee's *Mind Over Matter* report from April this year. In September 2017 we announced the mental health CAMHS in-reach to schools, demonstrating we are working across areas to ensure positive outcomes for learners.

Our school based Food and Fun / Bwyd a Hwyl programme was able to accommodate an offer of 2,300 places to learners across sixteen local authorities and all seven Local Health Boards, providing healthy meals, food and nutrition education, physical activity and enrichment sessions to children in areas of social deprivation during the summer holidays.

The challenges associated with the transfer to Universal Credit continue at a UK level. You will be aware that I recently issued a statement setting out that following a public consultation, I now plan to introduce an annualised net earned income threshold of £7,400 to assess the eligibility of UC claimants for Free School Meals in April 2019.

6. Robust accountability and assessment arrangements supporting a self-improving school system

Our new system must have strong accountability that drives excellence and a desire to improve. It is clear that with additional layers added over time, our current processes have become less coherent. We have committed to agree transitional evaluation arrangements

with schools and have worked across the three tiers to develop this work and share our progress.

In preparation and support of these new transitional arrangements we have introduced new interim and transitional performance measures for secondary schools; ceased publication of step one of National School Categorisation; and amended regulations to stop the publication of teacher assessment data and National Reading and Numeracy Tests data below the national level, to re-focus on assessment of the pupil.

I expect our evaluation and improvement arrangements and the first Welsh Government Education Report Card will be published soon. I am also considering the implications of the independent review of Estyn in context of our reforms.

These new evaluation and improvement arrangements will help to bring about the cultural change needed to support the implementation and realisation of the new curriculum. The arrangements are based on four key principles:

- Fair – they will promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner;
- Coherent – allowing each part of the system to work together without overlapping, with clear roles and responsibilities;
- Proportionate – ensuring that the implementation of the new system and process is manageable and makes a difference and subsidiarity allowing responsibility for accountability for schools to be local, led by self-aware schools;
- Transparent – recognising the breadth of learning experience across schools and the value added by teachers in class.

At the heart of the evaluation and improvement arrangements is robust and continuous self-evaluation for all tiers of the education system. This, along with professional dialogue will support learning and improvement, embed collaboration, build trust, drive self-improvement and raise standards for all our learners.

Evaluation and improvement arrangements will be based on self-evaluation, authentication, planning, publication of summary actions and implementation and validation. This will apply equally to schools, Local Authorities, regional consortia and Welsh Government.

Self-Evaluation – self-evaluation will drive improvement for all learners and cover their starting point, finishing point, progress, background context and potential and experiences. It will focus on the four purposes of the new curriculum; it will be a continuing process and not merely happen at a particular point in time.

Authentication – self-evaluation will need to be authenticated to ensure that it is a true and genuine reflection of strengths and areas for development.

Planning – The outcome of the self-evaluation and authentication will result in the identification of areas for improvement and the formulation of an improvement plan.

Publication of summary actions and implementation plan – A summary of the action plan will be published and implementation and support taken forward.

Validation – At all levels it will require an element of external perspective if it is to benefit from necessary challenge and not be compromised by the interests and experience of those most directly involved. Peer reviewers will provide an external perspective to support the exploration of areas for improvement. Estyn will have a role in validating a school's self-evaluation and local authority/consortia inspections will continue.

To support the self-evaluation process, the Organisation for Economic Co-operation and Development (OECD) and Estyn are working with practitioners to design a national self-evaluation toolkit, which will ensure coherence, criteria and a common language for self-evaluation across schools, local authorities, consortia, Estyn and the Welsh Government. This will be shared and piloted with schools in 2019.

The Welsh Government Education Report Card is based on self-evaluation of the Education Directorate and peer review from a number of systems from the Atlantic Rim Collaboratory.

We want to ensure that all children benefit from our educational reforms, which is why we have developed a national approach to small and rural schools within the self-improving school system. Our Rural Education Action Plan published in October brings together all of the actions for rural schools within our national mission into one coherent plan. This includes a new school organisation code which came into force on 1 November and introduces a presumption against the closure of rural schools. In addition we introduced a new small and rural schools grant of £2.5 million a year from 1 April 2017 to encourage innovation and support school to school working, addressing some of the key issues faced by small and rural schools.

I hope this update is useful for the Committee and look forward to discussing progress with you on in the Committee session on 10 January.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

CR 11

Ymateb gan: Llywodraeth Cymru
Response from: Welsh Government

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Lynne Neagle AC / AM Cadeirydd / Chair
Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant a Phobl Ifanc



Llywodraeth Cymru
Welsh Government
5 Rhagfyr 2018

Annwyl Lynne

Datblygu'r cwricwlwm newydd i Gymru

Hoffwn ddiolch i'r Pwyllgor Plant, Pobl Ifanc ac Addysg am y cyfle i roi'r wybodaeth ddiweddaraf am gynnydd ein rhaglen o ddiwygiadau addysgol a chyflwyno'r cwricwlwm newydd.

Ers ein diweddariad ffurfiol diwethaf ym mis Rhagfyr 2017, rydym wedi gwneud cynnydd da. Rwy'n hyderus ein bod mewn sefyllfa gadarnhaol, gyda phrif gam dylunio'r cwricwlwm ar y trywydd cywir i gael ei gwblhau yn ôl y bwriad yn y Flwyddyn Newydd.

Credaf fod y ffordd rydym yn gweithio mewn partneriaeth ym mhob rhan o'r sector gydag ysgolion, Addysg Uwch, Addysg Bellach, arbenigwyr addysgol, Estyn, Cymwysterau Cymru, Awdurdodau Lleol a chonsortia rhanbarthol, yn gryfder allweddol. Mae'n ein galluogi i sicrhau bod ysgolion wrth wraidd y gwaith datblygu, yn dwyn ynghyd ymarfer, tystiolaeth a pholisi, yn hybu ymdeimlad o berchenogaeth dros y diwygio ac yn cefnogi newid cynaliadwy.

Mae cwricwlwm sy'n gweddnewid yn rhan ganolog o'n gwaith diwygio ym mhob rhan o'r system addysg. Yn cefnogi'r gwaith o'i gyflwyno mae pedwar amcan galluogi hanfodol i ysgogi newid yn y system:

- Datblygu proffesiwn addysg o safon uchel;
- Arweinwyr sy'n ysbrydoli ac sy'n cydweithio i godi safonau;
- Ysgolion cryf a chynhwysol sydd wedi ymrwmo i sicrhau rhagoriaeth, tegwch a llesiant;
- Trefniadau atebolrwydd ac asesu cadarn i ategu system hunanwella i ysgolion.

Bydd y rhaglen ddiwygio uchelgeisiol hon yn effeithio ar bron bob rhan o'r system ysgolion, ac mae'r diweddariad hwn i'r Pwyllgor yn cynnwys cynnydd mewn perthynas â'n hamcanion cyffredinol a'n hamcanion galluogi, a byddaf hefyd yn mynd i'r afael â chwestiynau ymgynghori'r Pwyllgor.

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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.

Yn olaf, hoffwn ddiolch i'r Aelodau am ymgysylltu â rhai o'n hysgolion Arloesi i weld y gwaith da a wneir ganddynt. Caf ar ddeall y bydd rhai ymweliadau'n cael eu cynnal ar ôl fy adroddiad ysgrifenedig. Gobeithio bod y rhai sydd wedi gallu ymweld â'n hysgolion wedi cael cyfle defnyddiol i drafod y gwaith y maent yn ei wneud yn uniongyrchol ag ymarferwyr ac, i'r gweddill ohonoch, gobeithio y cewch y cyfle i gael profiad o hyn cyn bo hir.

1. Llywodraethu

Nod hirdymor Llywodraeth Cymru yw adeiladu Cymru sy'n llewyrchus a diogel, sy'n iach ac egnïol, uchelgeisiol ac sy'n dysgu, ac sy'n unedig a chysylltiedig, fel y nodir yn ein strategaeth allweddol, *Ffyniant i Bawb*.

Mae ein cynllun gweithredu ar gyfer addysg, *Addysg yng Nghymru: Cenhadaeth ein cenedl*, yn nodi sut y bydd y system ysgolion yn symud ymlaen yn ystod y cyfnod hyd at 2022 gyda nod allweddol i godi safonau i bawb, lleihau'r bwloch cyrhaeddiad a chyflwyno system addysg sy'n destun balchder cenedlaethol.

Yn ogystal â'n gwaith ymgysylltu ac ymgynghori arferol â rhanddeiliaid allweddol, mae gennym Fframwaith Llywodraethu cadarn ar waith i gefnogi'r broses o gyflwyno ein rhaglen o ddiwygiadau addysgol o dan genhadaeth ein cenedl a'r penderfyniadau a wneir gen i fel Ysgrifennydd y Cabinet dros Addysg. Ar gyfer penderfyniadau ar lefel rhaglen, yr elfennau allweddol yw:

Bwrdd Newid – mae'n goruchwyllo'r rhaglen yn strategol gan ganolbwyntio'n benodol ar feysydd diwygio allweddol sef y cwricwlwm; dysgu proffesiynol; ac atebolrwydd. Y Bwrdd sy'n gyfrifol am gadarnhau penderfyniadau mewn perthynas â chenhadaeth ein cenedl cyn eu cyflwyno i mi wneud penderfyniad terfynol arnynt. Mae'r Bwrdd yn rhoi sicrwydd ynghylch materion a phenderfyniadau allweddol ac ynghylch materion a uwchgyfeirir o'r Bwrdd Cyflawni. Mae'n cyfarfod bob dau fis fel arfer, ond cynhelir cyfarfodydd yn amlach os bydd angen a chaiff penderfyniadau eu gwneud y tu allan i'r pwyllgor lle y bo hynny'n angenrheidiol. Ymhlith aelodau'r Bwrdd Newid mae uwch gynrychiolwyr yr haen ganol gan gynnwys Awdurdodau Lleol, consortia rhanbarthol, Estyn, Cymwysterau Cymru a Chyngor y Gweithlu Addysg.

Bwrdd Cyflawni – mae'n rheoli a datblygu busnes gweithredol y rhaglen, yn monitro'r gwaith cyflawni a'r perfformiad, yn sicrhau y caiff prosesau cadarn eu dilyn ac yn gwneud argymhellion mewn perthynas â phenderfyniadau i'w cadarnhau gan y Bwrdd Newid. Gall uwchgyfeirio materion i'r Bwrdd Newid i gael sicrwydd ychwanegol. Mae'r Bwrdd yn nodi risgiau sy'n gysylltiedig â'r rhaglen ac yn awgrymu mesurau lliniaru i fynd i'r afael â nhw. Mae'n cwrdd bob mis ac ymhlith ei aelodau mae cynrychiolwyr yr haen ganol ar lefel cyfarwyddwr cynorthwyol a lefel gyfatebol.

Grŵp Cyngori Annibynnol – caiff y grŵp ei gadeirio gan yr Athro Donaldson, ac mae'n rhoi cyngor arbenigol annibynnol i'r Bwrdd newid, yn rhoi adborth technegol ac yn gweithredu fel cyfaill beirniadol. Mae gan y grŵp swyddogaeth gynghori, gan ymgysylltu ag Uwch Swyddogion Cyfrifol a dylanwadu ar benderfyniadau, mewn cysylltiad â'r Bwrdd Cyflawni.

Grŵp Rhanddeiliaid Strategol - mae'n rhoi cyngor i Lywodraeth Cymru, yn ymgysylltu â'r Bwrdd Newid a'r Bwrdd Cyflawni ac yn cefnogi'r gwaith o gyfleu negeseuon allweddol, gan gynnwys drwy aelodau'r cyrff y mae'n eu cynrychioli. Yn ddiweddar, cafodd ei is-grŵp Plant a Phobl Ifanc ei ailsefydlu'n benodol i ystyried safbwyntiau plant a phobl ifanc ar y daith ddiwygio. Ymhlith aelodau'r is-grŵp mae cynrychiolwyr o amrywiaeth o sefydliadau gan gynnwys Comisiynydd Plant Cymru, Urdd Gobaith Cymru, Plant yng Nghymru, Tîm Cefnogi Lleiafrifoedd Ethnig ac Ieuencid Cymru, a Chwaraeon Cymru.

Mae gan Lywodraeth Cymru dîm Rhaglen sy'n mynd ati'n uniongyrchol i gefnogi'r gwaith o lywodraethu a rheoli ein blaenoriaethau o dan genhadaeth ein cenedl.

Mae gwaith y tîm yn cynnwys cynllunio'r rhaglen; nodi a rheoli risgiau, materion a dibyniaethau; gwasanaethu'r Byrddau; a hwyluso'r gwaith o gasglu a choladu gwybodaeth, yn ogystal â'r llif o wybodaeth rhwng elfennau.

Mae gan Lywodraeth Cymru ei threfniadau corfforaethol ei hun ar gyfer penderfyniadau ynghylch materion mewnol. Yn ogystal â'r trefniadau cwricwlwm sy'n gweddnewid a amlinellir isod, ar lefel rhaglen, mae trefniadau penodol hefyd ar waith ar gyfer meysydd atebolrwydd, dysgu proffesiynol ac arweinyddiaeth er mwyn rheoli a chefnogi'r ffrydiau gwaith. Mae'r Grŵp Cwricwlwm ac Asesu a Grŵp Cydlyniaeth y Cwricwlwm yn gweithredu yn y cyd-destun hwn.

Grŵp Cwricwlwm ac Asesu – Rôl y Grŵp yw llywio a chynorthwyo'r gwaith o gynllunio'r cwricwlwm a'r fframwaith asesu newydd; sicrhau bod y cwricwlwm newydd yn parhau i fod yn driw i'r egwyddorion a nodir yn *Dyfodol Llwyddiannus*; a chefnogi a phrofi ymarferoldeb modelau ar gyfer diwygio fel y'u nodir yn *Cwricwlwm i Gymru: cwricwlwm am oes*. Dwy o'i dasgau penodol allweddol yw sicrhau bod buddiannau a gofynion rhanddeiliaid allanol yn cael eu hystyried drwy gydol y broses dylunio a datblygu, a chynnig tystiolaeth annibynnol a chyfeiriad a her hyderus i'r Rhwydwaith Ysgolion Arloesi.

Grŵp Cydlyniaeth y Cwricwlwm – Diben y Grŵp Cydlyniaeth yw dod ag arweinwyr pob grŵp Maes Dysgu a Phrofiad ynghyd ag Estyn, Cymwysterau Cymru, prosiect Camau a'r Consortia er mwyn sicrhau y caiff y cwricwlwm a'r trefniadau asesu eu datblygu mewn modd cydlynol. Y Grŵp hwn, sy'n cyfarfod bob mis, yw'r prif fforwm ar gyfer craffu'n fanwl ar waith grwpiau'r Meysydd Dysgu a Phrofiad a gwella ei ansawdd, ac mae'n gwneud argymhellion i'r Bwrdd Cyflawni lle y bo materion penodol yn codi y mae angen gwneud penderfyniadau yn eu cylch.

I gefnogi'r penderfyniadau ynghylch y cwricwlwm sy'n gweddnewid rwy'n gyfrifol amdanynt fel Ysgrifennydd y Cabinet dros Addysg, gallaf fod yn sicr bod y Grŵp Cydlyniaeth, fel grŵp cynrychioladol arbenigol, yn cynnig mewnbwn beirniadol mewn perthynas â pholisi, bod y Grŵp Cyflawni'n sicrhau y caiff prosesau cadarn eu dilyn yn erbyn y mewnbwn hwnnw, a bod y Bwrdd Newid yn sicrhau bod ein blaenoriaethau a diwygiadau addysgol cysylltiedig yn cael eu hystyried, ac yn sicrhau cysondeb â'r blaenoriaethau a'r diwygiadau hynny. Rwyf hefyd wedi diwygio fy Mwrdd Polisi Gweinidogol i gynnwys rhanddeiliaid allanol, gan gynnig her a chyngor ar faes diwygio polisi gwahanol ym mhob cyfarfod.

Strategaeth gyfathrebu – Ffocws allweddol ein strategaeth gyfathrebu hyd yma yw sicrhau bod pob ysgol yn cael cyfle i gael gwybod yn llawn am y datblygiadau diweddaraf mewn perthynas â diwygio'r cwricwlwm, a bod y broses yn gwbl dryloyw. Dros y flwyddyn ddiwethaf, mae hyn wedi cynnwys diweddariadau rheolaidd drwy ein hamrywiaeth gynyddol o sianelau digidol *AddysgCymru* gan gynnwys Facebook, Twitter, diweddariadau rheolaidd ar gyfer blog *Cwricwlwm i Gymru* a lansio podlediad *AddysgCymru* newydd. Mae defnyddio cynnwys digidol diddorol gan gynnwys fideos a chyfraniadau at y blog wedi arwain at dwf cyson yn nifer yr ymwelwyr ac mewn diddordeb yn y cwricwlwm. Rwyf hefyd yn cynnal sesiynau holi ac ateb byw yn rheolaidd ar Twitter sy'n arwain at lefel dda o ymgysylltu; roedd sesiwn mis Tachwedd yn canolbwyntio ar y cwricwlwm newydd.

Mae ymgysylltu â phenaethiaid yn rhan hanfodol o'r gwaith o gyd-gynhyrchu'r cwricwlwm newydd a'u paratoi ar gyfer y newidiadau a wneir. Yn ystod 2018, cynhaliodd Llywodraeth Cymru a'r consortia gynadleddau ar y cyd ar gyfer penaethiaid ysgolion cynradd ac uwchradd er mwyn eu cynnwys yn y broses o ddatblygu model atebolrwydd newydd i ategu'r cwricwlwm newydd, a chynadleddau i benaethiaid yn yr hydref yn canolbwyntio ar y

dull gweithredu newydd mewn perthynas â dysgu proffesiynol. Mae codi statws y proffesiwn yn rhan ganolog o genhadaeth ein cenedl ac roedd y Gwobrau Addysgu Proffesiynol yn 2018 yn gwobrwyo arloesed a rhagoriaeth yn y proffesiwn yng Nghymru. Gwnaethant hefyd lwyddo i ddenu cynnydd o 20% mewn enwebiadau.

Fel rhan o'i waith parhaus, efallai y bydd y Pwyllgor am ystyried rhywfaint o'r wybodaeth sydd wedi'i chyhoeddi hyd yma ar flog Cwricwlwm i Gymru (<https://cwricwlwmigymru.llyw.cymru/>) ac o dan adrannau perthnasol ar dudalennau addysg gwefan Llywodraeth Cymru (<https://beta.llyw.cymru/addysg-a-sgiliau>), gan gynnwys rhifynnau o gylchlythyr Dysg (<http://learning.gov.wales/dysg-newsletters/?lang=cy>).

Diweddariad – Cyflawni Cenhadaeth Ein Cenedl

2. Cwricwlwm sy'n gweddnewid

Ym mis Medi 2017, yn dilyn adborth gan y proffesiwn ac ar ôl edrych ar yr arfer gorau yn rhyngwladol, gwnaethom ddiwygio'r amserlen ar gyfer datblygu a chyflwyno'r cwricwlwm a'r fframwaith asesu newydd. Cafodd y penderfyniad gryn dipyn o groeso. Rydym ar y trywydd cywir i gyhoeddi'r cwricwlwm drafft ym mis Ebrill 2019. Caiff y wybodaeth ei chyflwyno mewn un rhan gyhoeddus o wefan Hwb a fydd yn galluogi pob defnyddiwr i weld y cwricwlwm newydd a rhoi adborth arno.

Yn unol â *Dyfodol Llwyddiannus*, bydd y Cwricwlwm a'i drefniadau asesu yn seiliedig ar ddilyniant. Bydd y Meysydd Dysgu a Phrofiad yn cynnwys Deilliannau Cyflawniad; a fydd yn pennu disgygliadau ar gyfer dysgwyr, ar gyfer cynllunio'r cwricwlwm ac yn sail ar gyfer asesu.

Bydd Camau Cynnydd yn cael eu disgrifio ar bum pwynt yn y continwmm dysgu, a fydd yn cyfateb yn fras i'r disgygliadau ar gyfer dysgwyr 5, 8, 11, 14 ac 16 oed. Ar gyfer pob un o'r Camau Cynnydd, byddwn yn nodi Deilliannau Cyflawniad a fydd yn disgrifio'r agweddau pwysicaf ar ddysgu a phrofiadau i ddysgwyr eu cyflawni er mwyn gwneud cynnydd sicr yn eu dysgu.

Cwricwlwm – Mae'r flwyddyn ddiwethaf wedi bod yn gyfnod allweddol a phrysur yn y broses o ddylunio a datblygu'r cwricwlwm newydd. Mae'r gwaith o ddatblygu Meysydd Dysgu a Phrofiad wedi cyrraedd ei gyfnod mwyaf dwys, gyda llawer o waith hynod dechnegol yn cael ei wneud. Dros y flwyddyn ddiwethaf, mae'r Grwpiau MDPH wedi gwneud y canlynol:

- datblygu datganiadau “Yr Hyn sy'n Bwysig”, sef y cysyniadau allweddol lefel uchel ar gyfer pob MDPH a ffyrdd o drefnu'r dysgu ar draws y cwricwlwm;
- ymgysylltu ag arbenigwyr disgyblaethau i herio a chefnogi eu gwaith dylunio
- ymgysylltu ag arbenigwyr cenedlaethol a rhyngwladol ym maes dylunio cwricwlwm er mwyn sicrhau tystiolaeth a her annibynnol;
- amlinellu'r wybodaeth, sgiliau ac arbenigedd hanfodol sydd eu hangen i gyflawni datganiadau “Yr Hyn sy'n Bwysig” a'r pedwar diben, a gweithio i sicrhau bod y cysylltiadau a'r dibyniaethau rhwng pob un o'r Meysydd Dysgu a Phrofiad yn cael eu nodi;
- llunio deilliannau cyflawniad ar gyfer pob cam cynnydd;
- Mae'r Arloeswyr wedi bod yn cydweithio'n agos ag ymchwilwyr ym Mhrifysgol Cymru y Drindod Dewi Sant a Phrifysgol Glasgow sydd wedi dilyn dull gweithredu sy'n seiliedig ar dystiolaeth fel rhan o brosiect CAMAU;
- datblygu canllawiau er mwyn helpu ysgolion a lleoliadau i ddefnyddio'r cwricwlwm newydd i gefnogi dysgu ac addysgu, a chydweithio â golygwyr dwyieithog er mwyn sicrhau y caiff y cwricwlwm ei ddatblygu yn y ddwy iaith.

Rydym wedi cyhoeddi nifer o ddiweddariadau gan gynnwys diweddariad allweddol ym mis Mehefin eleni drwy rifyn arbennig o Dysg i roi'r wybodaeth ddiweddaraf am ddatblygu'r cwricwlwm newydd gan gynnwys y model cynnydd dysgwyr. Mae'r diweddariad i'w weld yn y ddolen ganlynol:

https://content.govdelivery.com/accounts/UKWALES_CY/bulletins/1f8fa12

Hefyd, cyhoeddais ddatganiad ysgrifenedig ym mis Mehefin i roi'r wybodaeth ddiweddaraf am gynydd. Mae'r diweddariad i'w weld yn y ddolen ganlynol:

<https://gov.wales/about/cabinet/cabinetstatements/2018/newcurriculumandassessmentarrangements/?skip=1&lang=cy>

Wrth i'r cwricwlwm gael ei ddatblygu, mae gan ysgolion Arloesi rôl allweddol o ran ymgysylltu â gweithwyr addysg proffesiynol ym mhob rhan o'r sector gyfan i rannu, profi, datblygu a gwella eu syniadau yn ystod y cam dylunio hwn. Mae'r rolau hyn wedi cael eu nodi mewn briff craidd a rannwyd â'r Ysgolion Arloesi. Ar hyn o bryd, mae'r Arloeswyr yn datblygu canllawiau ar y ffordd y bydd y trefniadau asesu'n cefnogi'r dysgu yn y cwricwlwm newydd.

Mae gan gonsortia rhanbarthol hefyd rôl allweddol o ran rhannu cynnydd â phob ysgol a helpu athrawon i wireddu'r cwricwlwm newydd wrth iddo ddatblygu. Mae arloeswyr dysgu proffesiynol wedi dechrau 'gwneud synnwyr' o'r cynnwys o fewn eu hysgolion a'u clystyrau.

Pwynt adolygu diweddaraf – Cynhaliwyd y pwynt adolygu diwethaf ar gyfer y Grŵp Cwricwlwm ac Asesu ar y cam hwn o'r gwaith ddechrau mis Tachwedd. Rhoddodd y Grŵp adborth cadarnhaol ar y gwaith dylunio a datblygu hyd yma. Gwnaeth sylwadau a myfyrdodau manwl ar bob Maes Dysgu a Phrofiad, y cwricwlwm yn ei gyfanrwydd, a'r canllawiau cyffredinol. Gwnaeth y Grŵp hefyd drafod goblygiadau posibl y gwaith o ddatblygu'r cwricwlwm i elfennau diwygio ehangach wrth i ni symud tuag at y cam adborth ym mis Ebrill.

Gweithgor Asesu – Gan adeiladu ar y gwaith a wnaed eisoes i bennu egwyddorion asesu ar gyfer y cwricwlwm newydd, ym mis Hydref gwnaethom sefydlu gweithgor, sy'n cynnwys nifer o arloeswyr o bob MDPH yn ogystal ag arloeswyr o Grŵp Llywio Asesu a Dilyniant Llinyn Un, Estyn a Cymwysterau Cymru, i ganolbwyntio ar ddatblygu'r trefniadau asesu newydd. Nod cyffredinol y Grŵp Asesu yw llywio a chynorthwyo'r gwaith o ddylunio a chyflwyno trefniadau asesu newydd; gan sicrhau eu bod yn cefnogi'r dibenion addysg fel y'u nodir yn Dyfodol Llwyddiannus, a'u bod yn glynu wrth yr egwyddor y dylai gwaith asesu bob amser fod yn gymesur â'i fuddiannau.

Bydd gan ein trefniadau asesu yn y dyfodol bwyslais o'r newydd ar asesu ar gyfer dysgu fel nodwedd hanfodol ac annatod o ddysgu ac addysgu. Ffocws canolog ein trefniadau asesu yn y dyfodol fydd sicrhau bod pob dysgwr yn deall sut mae'n perfformio a'r hyn sydd angen iddo ei wneud nesaf er mwyn gwneud cynnydd a gwireddu ei botensial.

Asesu wedi'i Bersonoli Ar-lein – Mewn ymateb i'r argymhelliad yn Dyfodol Llwyddiannus i ddatblygu dulliau asesu arloesol a rhyngweithiol, ac yn unol â'r ymrwymadau yn Cenhadaeth ein Cenedl, mae gwaith yn mynd rhagddo i ddechrau ar y broses o gyflwyno asesiadau ymaddasol wedi'u personoli i gymryd lle'r profion darllen a rhifedd a gynhelir ar bapur.

Mae'r asesiadau newydd yn addasu lefel anhawster y cwestiynau ar gyfer y dysgwr a asesir, sy'n rhoi gwybodaeth fanylach sydd wedi'i thargedu'n well i athrawon ac ysgolion am berfformiad eu dysgwyr. Maent hefyd yn lleihau faint o amser a gymerir i ddarparu'r adborth o safon hwn, sy'n galluogi dysgwyr ac athrawon i gynllunio'r camau y mae angen iddynt eu cymryd er mwyn symud ymlaen.

Aeth yr asesiadau rhifedd gweithdrefnol yn weithredol ar 5 Rhagfyr, a bydd yr asesiadau darllen yn dilyn yn 2019/20 a rhesymu rhifyddol yn 2020/21.

Deddfwriaeth - Rydym yn cynnig y bydd y cwricwlwm newydd wedi'i ategu gan Fil Cwricwlwm ac Asesu (Cymru) a bwriedir i'r Papur Gwyn ar gyfer y Bil a'r Asesiad Effaith Rheoleiddiol drafft gael eu cyhoeddi yn y Flwyddyn Newydd.

Cymraeg – Fel rhan o Genhadaeth ein Cenedl ac ar y cyd â'r gwaith o ddatblygu cwricwlwm sy'n gweddnewid, mae Llywodraeth Cymru yn ymrwmo i ddatblygu dull gweithredu sy'n gweddnewid mewn perthynas â dysgu, addysgu ac asesu'r Gymraeg gyda'r nod o sicrhau y bydd pob dysgwr yn gallu siarad yr iaith pan fyddant yn gadael yr ysgol.

Yn unol â gweledigaeth *Cymraeg 2050* ac argymhelliad yr Athro Sioned Davies, mae grŵp MDPH leithoedd, Llythrennedd a Chyfathrebu yn gweithio'n seiliedig ar ddatblygu un continwmm ar gyfer dysgu Cymraeg, Saesneg ac ieithoedd eraill. Bydd hwn ar gael i roi adborth arno ym mis Ebrill 2019. Rydym hefyd wedi cyhoeddi'r ddogfen Y Gymraeg mewn Addysg: Cynllun gweithredu 2017-21 sy'n nodi ein cynlluniau i wireddu gweledigaeth *Cymraeg 2050* i ddatblygu cwricwlwm sy'n gweddnewid a fydd yn galluogi dysgwyr i ddefnyddio'r Gymraeg pan fyddant yn gadael yr ysgol yn 16 oed.

Y Cyfnod Sylfaen – Rydym wedi bod yn gweithio'n galed gyda rhanddeiliaid i sicrhau bod anghenion ein dysgwyr ieuengaf yng nghwricwlwm presennol y Cyfnod Sylfaen yn cael eu hystyried yn llawn wrth ddatblygu'r cwricwlwm newydd. Er y bydd y cwricwlwm newydd yn cael gwared ar rwystrau artiffisial, gan gefnogi pontio drwy addysg, mae angen i'r cwricwlwm sy'n datblygu adlewyrchu'r cryfderau y mae'r Cyfnod Sylfaen wedi'u cynnig i fyd addysg yng Nghymru, a hynny drwy addysg gydlynol a pharhaus i bob dysgwr rhwng 3 ac 16 oed.

Dros y misoedd diwethaf, rydym wedi atgyfnerthu gwaith y Meysydd Dysgu a Phrofiad drwy gynrychiolaeth gref o'r Cyfnod Sylfaen, gan gynnwys cynrychiolwyr o'r sector a gynhelir a'r sector nas cynhelir, consortia, sefydliadau mantell nas cynhelir, academia ac ysgolion Arloesi.

Rydym hefyd wedi recriwtio arbenigwyr annibynnol i adolygu cynnydd y gwaith hwn a dilysu i ba raddau y mae ethos, egwyddorion ac addysgeg y Cyfnod Sylfaen wedi cael eu hymgorffori yn y cwricwlwm newydd. Rydym yn hyderus y gallwn atgyfnerthu ein dull gweithredu mewn perthynas ag addysg blynyddoedd cynnar, ac adeiladu ar gryfderau'r Cyfnod Sylfaen drwy'r gwaith hwn, er mwyn sicrhau bod anghenion ein dysgwyr ieuengaf yn cael eu diwallu'n llawn yn y cwricwlwm newydd.

Yn y dyfodol, byddwn yn dechrau gweithio gyda phartneriaid yn ystod gwanwyn 2019 i ystyried sut y gallwn adeiladau ar Broffil y Cyfnod Sylfaen ar ei ffurf bresennol er mwyn sicrhau y gallwn gysoni trefniadau asesu yn y blynyddoedd cynnar yn ddi-dor â'r cwricwlwm newydd i gefnogi ymarfer. Byddwn yn sicrhau bod y gwaith hwn yn gynhwysol ac yn ystyried anghenion ein plant mewn lleoliadau Dechrau'n Deg a'r rhai ag anghenion dysgu ychwanegol.

3. Datblygu proffesiwn addysg o safon uchel

Credwn fod llwyddiant y cwricwlwm newydd yn dibynnu ar ein pedwar amcan galluogi. Wrth i ni nesáu at garreg filltir allweddol yn y gwaith o ddylunio'r cwricwlwm newydd, bydd y cam diwygio nesaf yn canolbwyntio'n drwm ar weithredu er mwyn sicrhau bod y proffesiwn addysgu yn gallu ei gyflwyno'n hyderus.

Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth – Gwnaethom weithio gyda chydweithwyr yn y consortia a phartneriaid eraill i ddatblygu'r pum safon broffesiynol ar gyfer addysgu ac arweinyddiaeth – addysgeg, cydweithio, arloesi, dysgu proffesiynol ac arweinyddiaeth. Mae'r safonau newydd yn canolbwyntio ar elfennau hanfodol gwaith pob athro. Mae'r safonau wedi'u cysoni â phedwar diben y cwricwlwm a'r dull gweithredu cenedlaethol ar gyfer dysgu proffesiynol. Maent yn cynnwys disgrifyddion sy'n nodi dyhead a ffocws ar gyfer archwilio, myfyrio a dysgu proffesiynol gydol gyrfa.

Cyhoeddwyd y safonau ym mis Medi 2017 ac mae pob athro newydd gymhwys (ANGau) sy'n dilyn y broses sefydlu ar hyn o bryd wedi bod yn eu defnyddio. Ers mis Medi 2018 mae pob athro ac arweinydd wedi bod yn defnyddio'r safonau.

Mae swyddogion Addysgu Llywodraeth Cymru hefyd wedi bod yn cydweithio â'r proffesiwn i lunio cyfres o safonau ar y cyd ar gyfer pawb sy'n cynorthwyo addysgu, gan ddefnyddio'r un model â'r safonau proffesiynol ar gyfer addysgu ac arweinyddiaeth. Mae'r model, a ddatblygwyd drwy weithdai i ymarferwyr a gynhaliwyd ledled Cymru, wedi cael ei rannu â chonsortia, aseswyr Cynorthwywyr Addysgu Lefel Uwch, undebau'r gweithlu a rhanddeiliaid eraill. Mae hefyd wedi cael ei dreialu mewn nifer fach o ysgolion cynradd, ysgolion uwchradd ac ysgolion arbennig a defnyddiwyd yr adborth i lunio'r safonau drafft presennol. Cyhoeddwyd y safonau drafft yn ystod tymor yr haf ac, ar 29 Tachwedd, cyhoeddais ymgynghoriad ffurfiol ynghylch y safonau drafft.

Rydym hefyd wedi bod yn cydweithio'n agos ag arweinwyr sefydlu yn y consortia i gefnogi'r broses o roi'r safonau newydd ar waith gydag ANGau. Mae hyn wedi cynnwys edrych o'r newydd ar rôl safonau a mentora yn y broses sefydlu. Y canlyniad oedd symud i ffwrdd o ddull 'ticio blychau' a rhoi pwyslais ar ddefnyddio'r safonau i fyfyrion ar brofiadau proffesiynol gyda chymorth mentora o safon uchel. Er mwyn cwblhau'r broses sefydlu'n llwyddiannus, rhaid i ANGau ddangos eu bod yn bodloni pob un o'r disgrifyddion perthnasol yn y safonau.

Rydym hefyd wedi dechrau gweithio gyda chonsortia i wneud y broses sefydlu'n fwy trwyadl a gwerthfawr drwy ffurfioli'r ffordd y caiff y broses sefydlu ei safoni a'i chymedroli ledled Cymru.

Ffocws arall yw'r newydd-ddyfodiaid sy'n cael eu recriwtio i'r proffesiwn addysgu, sef maes lle rwy'n cydnabod ein bod wedi tanberfformio yn y gorffennol gyda phryderon yn cael eu codi mewn perthynas ag ystadegau recriwtio, canfyddiadau arolygiadau a safon y graddedigion sy'n dod drwy'r system. Rwyf wedi gwneud y broses achredu'n fwy trwyadl drwy rymuso Cyngor y Gweithlu Addysgu i achredu rhaglenni Addysg Gychwynnol Athrawon (AGA) unigol. Y nod yw codi safon hyfforddiant athrawon, a hynny yn unol â'r safonau proffesiynol newydd a'r model cenedlaethol newydd ar gyfer dysgu proffesiynol. Bydd rhaglenni AGA sydd wedi'u hachredu o'r newydd yn dechrau ym mis Medi 2019.

Mae'r partneriaethau AGA newydd hyn yn cynrychioli'r newid sylweddol gwirioneddol sydd ei angen yn y sector. Byddant yn cynllunio ac yn cyflwyno cyrsiau sy'n ategu pedwar diben y cwricwlwm newydd i Gymru, ac yn mynd i'r afael â'r Chwe Maes Dysgu a Phrofiad.

Rydym yn gwneud cynnydd da gyda'r cwrs Tystysgrif Addysg i Raddedigion (TAR) rhan-amser newydd sy'n cyfuno astudiaethau ar-lein â thiworialau a seminarau, sef rhywbeth sydd â'r potensial i wneud i Gymru arwain y byd yn y maes hwn. Bydd hyn yn galluogi athrawon dan hyfforddiant i gynnal eu hymrwymadau presennol tra byddant yn astudio. Hefyd, rydym yn datblygu Llwybr Seiliedig ar Gyflogaeth newydd, lle y gall athrawon dan hyfforddiant gael eu cyflogi gan ysgolion o'r cychwyn cyntaf. Caiff hyn ei dargedu mewn ffordd sy'n helpu i fynd i'r afael â phrinder athrawon mewn ysgolion yn ein rhanbarthau, ar y cyd â'r cwrs TAR newydd.

Mae angen i ni gael partner o'r radd flaenaf sy'n rhannu ein huchelgeisiau a'n gweledigaeth ar gyfer AGA yng Nghymru i weithio gyda ni i ddatblygu a chyflwyno'r cwrs TAR rhan-amser a'r llwybr seiliedig ar gyflogaeth. Mae ymarfer caffael yn mynd rhagddo ar hyn o bryd a disgwylir i'r contract gael ei ddyfarnu ym mis Chwefror 2019. Rydym yn disgwyl gweld y myfyrwyr cyntaf yn ymuno â'r rhaglenni o flwyddyn academaidd 2019/20 ymlaen.

Er mwyn helpu penaethiaid i reoli eu llwyth gwaith a neilltuo mwy o'u hamser i addysgu a dysgu, rydym yn gweithio gyda Llywodraeth Leol i ddarparu £1.2 miliwn dros ddwy flynedd academaidd er mwyn lleihau baich diangen drwy benodi rheolwyr busnes ysgolion.

Mae dros 100 o ysgolion yn cael eu cefnogi drwy'r cynlluniau peilot. Fodd bynnag, gan gydnabod bod y cynnydd wedi bod yn arafach nag a ddymunir, rydym hefyd yn bwriadu lansio menter newydd i leihau llwyth gwaith dros y misoedd sydd i ddod.

Dull Gweithredu Cenedlaethol ar gyfer Dysgu Proffesiynol – Ni ellir cyflwyno ein cwricwlwm newydd heb weithlu addysgu o safon uchel. Dyna pam rwyf wedi lansio Dull Gweithredu Cenedlaethol ar gyfer Dysgu Proffesiynol sy'n datblygu gallu o addysg gychwynnol athrawon ymlaen ac sydd wedi'i wreiddio mewn ymchwil sy'n seiliedig ar dystiolaeth a chydweithio effeithiol. Rydym yn disgwyl trawsnewid syfrdanol yn y ffordd y mae ein hymarferwyr a'n harweinwyr yn meddwl am eu dysgu proffesiynol yn sgil y cwricwlwm newydd ac mae angen i ni roi cymorth i ysgolion er mwyn eu galluogi i wneud y newid sylweddol hwn.

Ym mis Tachwedd eleni, cyhoeddais ein buddsoddiad mwyaf mewn cymorth i athrawon fel rhan o'r Dull Gweithredu Cenedlaethol. O ganlyniad i hyn, bydd £9 miliwn yn cael ei fuddsoddi yn 2018-19, a £15 miliwn yn 2019-20, er mwyn helpu athrawon i gynllunio ymlaen llaw ar gyfer y cwricwlwm newydd a sicrhau cyn lleied â phosibl o darfu ar ddysgu'r disgyblion gan flaenoriaethu llesiant athrawon yn ystod y cyfnod arwyddocaol hwn o newid. Caiff cyllid ei ddyrannu i'r rheng flaen a'i dargedu mewn ffordd sy'n creu a rhyddhau capasiti ar lefel ysgol a chlwtwr fel bod modd ymgymryd â dysgu proffesiynol ar gyfer y cwricwlwm newydd mewn modd strwythuredig sydd wedi'i reoli, gyda digon o adnoddau ar gael.

Mae ein dull gweithredu "gwnaed yng Nghymru" ar gyfer dysgu proffesiynol yn bwynt allweddol ar ein taith ddiwygio. Mae'n dwyn ynghyd ein safonau proffesiynol newydd, y dull gweithredu *Ysgolion fel Sefydliadau Dysgu*, a model dysgu proffesiynol, i greu gweledigaeth sy'n addas ar gyfer ein system sy'n esblygu. Pan gaiff y cwricwlwm drafft ei lansio ym mis Ebrill 2019, byddwn yn datblygu ein dealltwriaeth o'r heriau dysgu proffesiynol sy'n gysylltiedig â'r gwaith o'i roi ar waith mewn ysgolion ymhellach.

Rydym eisoes yn buddsoddi mewn dysgu proffesiynol er mwyn sicrhau y gall y gweithlu feithrin ei sgiliau iaith Gymraeg yn unol â'r Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth ac wrth baratoi ar gyfer y cwricwlwm newydd. Drwy gonsortia rhanbarthol, byddwn hefyd yn annog ysgolion i gynllunio'n strategol ar gyfer gwelliannau, gan gynnwys ystyried cynllunio'r gweithlu, ac yn datblygu diwylliant ac ethos mewn ysgolion i hyrwyddo'r Gymraeg.

Mae swyddogion Addysg Llywodraeth Cymru yn gweithio gyda'r Is-adran Gwasanaethau Gwybodaeth a Dadansoddi ar hyn o bryd i roi systemau priodol ar waith ar gyfer monitro effaith y Dull Gweithredu Cenedlaethol sy'n datblygu ar lawr gwlad.

Adnoddau ategol – Cafodd y broses o lansio'r Dull Gweithredu Cenedlaethol ar gyfer Dysgu Proffesiynol yn ystod cynadleddau addysg tymor yr hydref ei hategu gan animeiddiad esboniadol newydd a oedd yn egluro'r cysylltiadau â'r broses ehangach o ddiwygio'r cwricwlwm, brandio nodedig y Dull Gweithredu Cenedlaethol ac adnod Diemwnt 9

rhyngweithiol er mwyn annog ymarferwyr i ystyried blaenoriaethau dysgu proffesiynol uniongyrchol sy'n cyd-fynd â'r Dull Gweithredu yn eu lleoliadau eu hunain.

Bydd adnoddau pwrpasol ychwanegol a ddatblygwyd i ategu'r cynadleddau addysg, gan gynnwys fideos gydag academyddion ac arbenigwyr arweiniol yn siarad ynddynt a phapurau ymchwil Sefydliadau Addysg Uwch ar gael yn ehangach ar Hwb. Caiff yr adnoddau newydd eu cyflwyno'n raddol o fis Ionawr 2019 ymlaen.

Yn dilyn digwyddiad cenedlaethol i arloeswyr yn yr hydref, cynhyrchwyd cyfres o fideos vox pop yn cynnwys arloeswyr dysgu proffesiynol, arweinwyr dysgu proffesiynol consortia rhanbarthol a phartneriaid ym maes Addysg Uwch er mwyn rhoi'r wybodaeth ddiweddaraf am waith yr arloeswyr ac atgyfnerthu'r ffordd y bydd y Dull Gweithredu newydd yn ategu'r cwricwlwm newydd.

Sicrhau bod y system yn barod drwy ddysgu proffesiynol – Bydd anghenion uniongyrchol o ran datblygu dysgu proffesiynol yn amrywio yn dibynnu ar gyd-destun yr ysgol ac anghenion penodol ymarferwyr unigol.

Rydym bellach ar y cam yn y rhaglen lle rydym, drwy Ymholiad Proffesiynol Cydweithredol Beirniadol dan arweiniad arloeswyr gyda chymorth partneriaid Addysg Uwch, yn nodi anghenion ymarferwyr er mwyn sicrhau bod y cynnig dysgu proffesiynol yn y rhanbarthau yn ymateb i ofynion sy'n dod i'r amlwg.

Bydd gan y rhanbarthau amrywiaeth o ffyrdd o rannu canlyniadau'r broses Ymholiad Proffesiynol Cydweithredol Beirniadol fel rhan o'r cynnig Dysgu Proffesiynol, a bydd swyddogion Addysg Llywodraeth Cymru yn gweithio gyda'r rhanbarthau er mwyn sicrhau bod y gydberthynas rhwng arloeswyr (ac ysgolion eraill sydd wedi arwain y ffordd) a'r gymuned ehangach o ysgolion yn cyflawni ar gyfer ysgolion ym mhob rhan o'r system.

Y prif feysydd y bydd y Rhaglen Dysgu Proffesiynol gychwynnol yn canolbwyntio arnynt fydd canlyniad y broses o ddatblygu'r Meysydd Dysgu a Phrofiad ond, yn sicr, byddant yn cynnwys cyfleoedd dysgu proffesiynol i bob ymarferydd mewn perthynas â'r canlynol:

- Cwricwlwm sy'n seiliedig ar ddibenion yn hytrach nag ymdriniaeth – beth sy'n newid o ran cynllunio, gwireddu ac asesu'r dysgu?
- Y chwe Maes Dysgu a Phrofiad – symud tuag at fodolau rhyngddisgyblaethol o addysgu a dysgu, ac archwilio dulliau gweithredu sy'n seiliedig ar brosiectau;
- Symud o'r hyn sy'n bwysig i'r hyn a ddysgw'n – gwireddu'r cwricwlwm gyda dilysrwydd a pherthnasedd lleol;
- Y goblygiadau i ymarfer sy'n gysylltiedig â'r dulliau addysgegol a gynigir yn Dyfodol Llwyddiannus – pa newidiadau yn yr ystafell ddosbarth?
- Ymgorffori cynnwys newydd a chydberthnasau newydd rhwng cynnwys ar draws yr holl Feysydd Dysgu a Phrofiad;
- Creu'r cwricwlwm ar lefel ysgol – sgiliau newydd ar gyfer y dull gweithredu newydd;
- Ailystyried asesu a dilyniant;
- Symud o ddata mawr i wybodaeth am gynnydd disgyblion sy'n canolbwyntio ar y plentyn.

Mae gan y consortia rôl allweddol o ran cynnig cyfleoedd dysgu proffesiynol y gall ysgolion fanteisio arnynt, ac sy'n gallu eu paratoi ar gyfer gwireddu'r cwricwlwm ar lefel leol a rhanbarthol. Mae hyn yn cynnwys y gwaith a arweinir ar hyn o bryd gan arloeswyr y cwricwlwm a'r arloeswyr dysgu proffesiynol, i waith cynghorwyr arbenigol mewn rhanbarthau a gwaith y cynghorwyr herio.

Mae swyddogion Addysg Llywodraeth Cymru yn cydweithio'n agos â Rheolwyr Gyfarwyddwyr consortia a'r arweinwyr rhanbarthol ar gyfer dysgu proffesiynol er mwyn sicrhau bod y consortia'n dilyn dull gweithredu cyson mewn perthynas â dysgu proffesiynol; eu bod yn bodloni'r gorchmynion ansawdd; a bod pob ysgol yn gallu cael gafael ar lefel gyson o ddarpariaeth a chymorth.

Ymgysylltu ag ysgolion – Mae ysgolion arloesi dysgu proffesiynol wedi cyflawni gwaith ymgysylltu manwl â phartneriaid clwstwr i ystyried goblygiadau cychwynnol y cwricwlwm newydd o ran dysgu proffesiynol.

Dechreuodd y gwaith hwn yn ystod Tymor y Gwanwyn 2018 yn y lle cyntaf, pan wnaeth yr arloeswyr dysgu proffesiynol gefnogi cylchoedd ymgysylltu a arweiniwyd gan bartneriaeth CAMAU er mwyn archwilio'r fframwaith dilyniant sy'n datblygu i ategu'r cwricwlwm newydd. Ers Tymor yr Hydref, mae arloeswyr dysgu proffesiynol wedi cydweithio â phartneriaid ym maes Addysg Uwch i ddyfnhau a chyfoethogi eu gwybodaeth am anghenion dysgu proffesiynol sy'n datblygu drwy gyfres o ymholiadau. O Dymor y Gwanwyn ymlaen, bydd arloeswyr dysgu proffesiynol yn ymestyn ffocws eu hymholiadau i weithio gydag ysgolion clwstwr a'r rhwydwaith addysg ehangach, er mwyn dechrau ffurfio'r sail dystiolaeth i gyfoethogi'r broses barhaus o gyflwyno'r Dull Gweithredu Cenedlaethol ar gyfer Dysgu Proffesiynol.

Er mwyn galluogi ysgolion y tu allan i'r rhwydwaith arloesi i gymryd rhan yn y broses hon, bydd cyllid clwstwr ychwanegol yn cael ei ddarparu er mwyn cynnig cymhelliant ac annog ysgolion clwstwr i gymryd rhan mewn ymholiadau dysgu proffesiynol a arweinir gan yr arloeswyr dysgu proffesiynol.

4. Arweinwyr sy'n ysbrydoli ac sy'n cydweithio i godi safonau

Yn 2014, dywedodd OECD y dylai Cymru drin datblygu arweinyddiaeth y system fel un o brif sbardunau diwygio addysg. Rydym wedi ymateb yn gadarnhaol, gan wella a datblygu ein Cymhwyster Proffesiynol Cenedlaethol ar gyfer Prifathrawiaeth (CPCP) a'n safonau arweinyddiaeth proffesiynol newydd ar gyfer ysgolion.

Gwnaethom lansio'r Academi Genedlaethol Arweinyddiaeth Addysgol ar 16 Mai eleni. Mae'r Academi bellach yn weithredol a bydd yn sicrhau, yn meithrin ac yn ysbrydoli arweinwyr nawr ac yn y dyfodol. Mae'n gyfrifol am ddatblygu darpariaeth arweinyddiaeth sy'n cynnwys sicrhau ansawdd a chefnogi pob arweinydd, ble bynnag y bo arni yn ei yrfa, gyda dull mynediad cyffredin at arweinyddiaeth.

Mae'r Academi eisoes wedi ardystio ei rhaglen hyfforddi gyntaf a fydd o fudd i 150 o benaethiaid newydd a thros dro yn y flwyddyn gyntaf, ac mae cylch ardystio pellach yn mynd rhagddo ar hyn o bryd gyda'r bwriad i adolygu a datblygu'r broses ardystio ymhellach. Mae'r Academi yn dechrau lledu ei dylanwad a'i ffocws, gan weithio gyda'r sector ehangach gan gynnwys undebau, Addysg Bellach a phartneriaethau dysgu seiliedig ar waith. Mae hefyd yn dechrau edrych ar ymarfer arloesol y gellir ei ddatblygu.

5. Ysgolion cryf a chynhwysol sydd wedi ymrwmo i sicrhau rhagoriaeth, tegwch a llesiant

Credwn yn gryf bod yn rhaid i'n dysgwyr gael eu cefnogi i fod yn barod yn emosiynol ac yn gorfforol i ddysgu mewn amgylchedd diogel a chefnogol.

Ym mis Ionawr eleni, cafodd y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) Gydsyniad Brenhinol, gan baratoi'r ffordd ar gyfer dull gweithredu newydd a fydd yn sbarduno gwelliant o ran safonau ac yn helpu dysgwyr hyd at 25 oed i gyflawni eu potensial llawn. Mae hyn yn rhan o Raglen Trawsnewid Anghenion Dysgu Ychwanegol (ADY) ehangach a gefnogir gan ymrwymiad o £20 miliwn rhwng 2017-18 a 2020-21.

Ni fydd y newidiadau hyn yn ymsefydlu dros nos ond, drwy ein harweinwyr Trawsnewid ADY, rydym yn helpu partneriaid cyflawni i fod yn barod am y system newydd a sicrhau'r newid diwylliannol sydd ei angen i gyflawni'r dyletswyddau a nodir yn y Ddeddf.

Rydym wedi gwneud cynnydd da o ran helpu ysgolion i ddiwallu anghenion dysgwyr difreintiedig. Mae ein gwerthusiad annibynnol o'r Grant Datblygu Disgyblion (PDG) yn ategu hyn, gan ddangos hefyd bod ysgolion o'r farn bod y cyllid yn amhrisiadwy. Mae'r PDG yn werth £95 miliwn y flwyddyn ar hyn o bryd, a bydd yn codi i £97 miliwn yn 2019-20, gan gynnwys PDG – Mynediad. Ceir llawer o dystiolaeth bod buddsoddiad sy'n mynd i'r afael â rhwystrau yn gynharach mewn addysg yn cael effaith fuddiol ar ddysgwyr. Rydym wedi mwy na dyblu'r PDG Blynyddoedd Cynnar i swm sy'n gyfwerth â £700 fesul dysgwr cymwys i adlewyrchu hyn.

Rwyf wedi cyhoeddi £3 miliwn dros y flwyddyn hon a'r nesaf i gefnogi'r gwaith o ddatblygu dull gweithredu cenedlaethol newydd ar gyfer nodi, cefnogi ac ysbrydoli ein dysgwyr mwyaf abl a thalentog, gan gydnabod bod yn rhaid i ni wneud mwy i nodi, cefnogi ac ymestyn y grwpiau hyn o ddysgwyr. Mae hyn yn cynnwys ymestyn Prosiect Seren er mwyn ysbrydoli mwy o ddysgwyr o oedran cynnar.

Ym mis Medi eleni, gwnaeth Ysgrifennydd y Cabinet dros lechyd a minnau gydsefydlu Grŵp Gorchwyl a Gorffen Gweinidogol er mwyn ystyried sut i ymgorffori dull gweithredu ysgol gyfan ar gyfer iechyd emosiynol ac iechyd meddwl o fewn dull system integredig. Bydd gan y Grŵp raglen waith heriol, gan adeiladu ar y cynnydd a wnaed hyd yma a'r argymhellion yn adroddiad *Cadernid Meddwl* y Pwyllgor o fis Ebrill eleni. Ym mis Medi 2017 gwnaethom gyhoeddi'r mewngymorth CAMHS iechyd meddwl i ysgolion, gan ddangos ein bod yn gweithio mewn sawl maes i sicrhau deilliannau cadarnhaol i ddysgwyr.

Llwyddodd ein rhaglen Bwyd a Hwyl mewn ysgolion i gynnig 2,300 o leoedd i ddysgwyr mewn 16 o awdurdodau lleol a phob un o'r saith Bwrdd Iechyd Lleol, gan ddarparu prydu bwyd iach, addysg bwyd a maeth, gweithgarwch corfforol a sesiynau cyfoethogi i blant mewn ardaloedd o amddifadedd cymdeithasol yn ystod gwyliau'r haf.

Mae'r heriau sy'n gysylltiedig â throsglwyddo i Gredyd Cynhwysol yn parhau ar lefel y DU. Byddwch yn ymwybodol fy mod wedi gwneud datganiad yn ddiweddar yn nodi fy mod, yn dilyn ymgynghoriad cyhoeddus, bellach yn bwriadu cyflwyno trothwy incwm net blynyddol o £7,400 i asesu p'un a yw hawlwyd Credyd Cynhwysol yn gymwys i gael Prydau Ysgol am Ddim ym mis Ebrill 2019.

6. Trefniadau atebolrwydd ac asesu cadarn i ategu system hunanwella i ysgolion

Rhaid bod gan ein system newydd drefniadau atebolrwydd cryf sy'n hybu rhagoriaeth a dyhead i wella. Mae'n amlwg bod ein prosesau presennol, wrth i haenau gael eu hychwanegu dros amser, wedi mynd yn llai cydlynol. Rydym wedi ymrwymo i gytuno ar drefniadau gwerthuso trosiannol gydag ysgolion ac wedi gweithio ym mhob un o'r tair haen i ddatblygu'r gwaith hwn a rhannu ein cynnydd.

I baratoi ac ategu'r trefniadau trosiannol newydd hyn, rydym wedi cyflwyno mesurau perfformiad interim a throsiannol newydd ar gyfer ysgolion uwchradd; wedi rhoi'r gorau i gyhoeddi cam un y System Genedlaethol Categoriaddio Ysgolion; ac wedi diwygio rheoliadau i roi'r gorau i gyhoeddi data asesiadau athrawon a data'r Profion Darllen a Rhifedd Cenedlaethol islaw'r lefel genedlaethol, er mwyn newid y ffocws i asesu'r disgybl.

Rwy'n disgwyl y bydd ein trefniadau gwerthuso a gwella a Cherdyn Adroddiad Addysg cyntaf Llywodraeth Cymru yn cael eu cyhoeddi cyn bo hir. Rwyf hefyd yn ystyried goblygiadau'r adolygiad annibynnol o Estyn yng nghyd-destun ein diwygiadau.

Bydd y trefniadau gwerthuso a gwella newydd hyn yn helpu i sicrhau'r newid diwylliannol sydd ei angen i gefnogi'r gwaith o weithredu a gwireddu'r cwricwlwm newydd. Mae'r trefniadau yn seiliedig ar bedwar egwyddor allweddol:

- Teg – byddant yn hyrwyddo tegwch, cynhwysiant, dewis a llwybrau dysgu unigol a sicrhau nad ydym byth yn colli golwg ar y dysgwr;
- Cydlynol – galluogi pob rhan o'r system i gydweithio heb orgyffwrdd, gyda rolau a chyfrifoldebau clir;
- Cymesur – sicrhau bod y ffordd y caiff y system a'r broses newydd eu rhoi ar waith yn hydrin ac yn gwneud gwahaniaeth, a bod sybsidiaredd sy'n golygu bod y cyfrifoldeb am ysgolion yn un lleol sydd wedi'i arwain gan ysgolion hunanymwybodol;
- Tryloyw – cydnabod ehangder profiadau dysgu drwy'r ysgol a'r gwerth y mae athrawon yn ei ychwanegu mewn dosbarthiadau.

Yr hyn sydd wrth wraidd y trefniadau gwerthuso a gwella yw proses hunanarfarnu gadarn a pharhaus ar gyfer pob haen o'r system addysg. Bydd hyn, ynghyd â deialog broffesiynol, yn cefnogi dysgu a gwella, yn ymgorffori cydweithredu, yn magu ymddiriedaeth, yn llywio hunanwelliant ac yn codi safonau i bob un o'n dysgwyr.

Bydd trefniadau gwerthuso a gwella yn seiliedig ar hunanarfarnu, gwirio, cynllunio, cyhoeddi camau gweithredu cryno a chynllun gweithredu a dilysu. Bydd hyn yr un mor berthnasol i ysgolion, Awdurdodau Lleol, consortia rhanbarthol a Llywodraeth Cymru.

Hunanarfarnu – bydd hunanarfarnu yn sbarduno gwelliant i bob dysgwr ac yn ymdrin â'i fan cychwyn, man gorffen, cynnydd, cyd-destun ei gefndir, ei botensial a'i brofiadau. Bydd yn canolbwyntio ar bedwar diben y cwricwlwm newydd; bydd yn broses barhaus ac ni fydd yn digwydd ar adeg benodol yn unig.

Gwirio – bydd angen i'r hunanarfarniad gael ei wirio er mwyn sicrhau ei fod yn adlewyrchiad gwir a dilys o'r cryfderau a'r meysydd i'w datblygu.

Cynllunio – O ganlyniad i'r hunanarfarnu a'r gwirio, bydd meysydd i'w datblygu'n cael eu nodi a bydd cynllun gwella'n cael ei lunio.

Cyhoeddi camau gweithredu cryno a chynllun gweithredu – Caiff crynodeb o'r cynllun gweithredu ei gyhoeddi ac eir ati i'w roi ar waith a'i gefnogi.

Dilysu - Ar bob lefel, bydd angen elfen o bersbectif allanol er mwyn sicrhau bod y gwaith yn cael budd o her angenrheidiol ac nad yw buddiannau a phrofiad y rhai sy'n ymwneud yn uniongyrchol â'r gwaith yn effeithio arno. Bydd adolygwyr cymheiriaid yn cynnig persbectif allanol i gefnogi'r gwaith o archwilio'r meysydd ar gyfer gwella. Bydd gan Estyn rôl yn y broses o ddilysu hunanarfarniad ysgol a bydd arolygiadau awdurdodau lleol/consortia yn parhau.

I gefnogi'r broses hunanarfarnu, mae'r Sefydliad ar gyfer Cydweithrediad a Datblygiad Economaidd (OECD) ac Estyn yn cydweithio ag ymarferwyr i gynllunio pecyn cymorth hunanarfarnu a fydd yn sicrhau cydlyniaeth, meini prawf ac iaith gyffredin ar gyfer hunanarfarnu rhwng ysgolion, awdurdodau lleol, consortia, Estyn a Llywodraeth Cymru. Caiff y pecyn hwn ei rannu a'i dreialu ag ysgolion yn 2019.

Mae Cerdyn Adroddiad Addysg Llywodraeth Cymru yn seiliedig ar hunanarfarniad y Gyfarwyddiaeth Addysg ac adolygu cymheiriaid gan nifer o systemau o'r Atlantic Rim Collaboratory.

Rydym am sicrhau bod pob plentyn yn cael budd o'n diwygiadau addysgol, a dyna pam rydym wedi datblygu dull gweithredu cenedlaethol ar gyfer ysgolion bach a gwledig o fewn y system hunanwella i ysgolion. Mae ein Cynllun Gweithredu ar gyfer Addysg Wledig a gyhoeddwyd ym mis Hydref yn dwyn yr holl gamau gweithredu ar gyfer ysgolion gwledig o fewn cenhadaeth ein cenedl ynghyd yn un cynllun cydlynol. Mae hyn yn cynnwys cod trefniadaeth ysgolion newydd a ddaeth i rym ar 1 Tachwedd ac yn cyflwyno rhagdybiaeth yn erbyn cau ysgolion gwledig. Hefyd, gwnaethom gyflwyno grant gwerth £2.5 miliwn y flwyddyn i ysgolion bach a gwledig o 1 Ebrill 2017 er mwyn annog arloesed a chefnogi gweithio o ysgol i ysgol, gan fynd i'r afael â rhai o'r materion allweddol sy'n wynebu ysgolion bach a gwledig.

Gobeithio bod y diweddariad hwn yn ddefnyddiol i'r Pwyllgor ac edrychaf ymlaen at drafod cynnydd â chi yn sesiwn y Pwyllgor ar 10 Ionawr.

Yn gywir

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

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CR 12

Ymateb gan: Chwaraeon Cymru
Response from: Sport Wales

Sport Wales are the national organisation responsible for developing and promoting sport and physical activity in Wales.

We are the main adviser on sporting matters to the Welsh Government and are responsible for distributing National Lottery funds to both elite and grassroots sport in Wales.

Areas for response:

- **The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design.**

The pioneer schools' representatives have received significant support in the development of their understanding from variety of external sources. From the perspective of Physical Literacy this support has led to the development of a physical literacy informed curriculum. Although there are some minor concerns (the prominence of physical activity and sport across the health and well-being AoLE and the prominence of water safety and swimming as life skills), overall, we are pleased with the progress made to date.

- **The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE).**

We are unable to comment wider than the Health and Wellbeing AoLE group. However, within the Health and Wellbeing AoLE there have been significant developments by the group of which we have had direct involvement since September 2018 and we are pleased with the cooperative approach that has been undertaken.

- **The involvement of academic and other external expertise in informing curriculum design.**

We are pleased and feel privileged to have an excellent relationship with the Welsh Government within the context of the AoLE pioneers' group. Sport Wales have provided direct guidance and support to the pioneer team by working alongside representatives. However, we strongly believe that there is now much work to be done to support schools in their understanding and de-coding of the curriculum.

As the HWB AoLE is new, and in many respects breaking new ground globally, there will need to be significant investment in the development of both resources and professional learning opportunities and career long learning pathways. Sport Wales have supported the professional learning of teachers since 2000 and are in a strong position to further support the Welsh Government in this development. Sport Wales also has a successful track record of co-constructing resources to support practitioners in delivery. Some resources have already been highlighted to the Welsh Government Resource Development Team as they were developed in alignment with the philosophy of 'Successful Futures'.

- **How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs.**

Good progress has been made in developing the 'What Matters' statements, however, the profile of physical activity and sport needs to remain a prominent feature of the achievement outcomes and within Knowledge Skills and Experiences moving forward.

- **Progress in defining achievement outcomes at the various progression steps within the new curriculum.**

Achievement Outcomes in the AoLE HWB are Physical Literacy informed (specifically What Matters Statement 1 – Physical Health and Well-Being). The current profile of physical activity in the achievement outcomes and knowledge skills and experiences section will need to be supported with significant professional learning. These requirements will centre on Physical Literacy and supporting Pedagogy. However, there are concerns over the profile of Swimming from the perspective of Water safety in the current draft version. Water safety does feature but the link is at best, tenuous.

- **How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers.**

It remains to be seen how the pathway will incorporate the needs of teachers and leaders from a HWB AoLE perspective. Support and opportunities will require a collaboration between Sport Wales, Public Health and Healthy Schools, SHRN and HEI etc.

- **Effectiveness of the governance arrangements, role of the Independent Advisory Group and Change Board, and involvement of the Education Reform Strategic Stakeholder Group.**

Sport Wales does have representation on the Strategic Stakeholder Group. The sessions provide updates on the developments and offer an opportunity to feed in and network. However, it is not clear what feedback is taken on board and we would support greater engagement with stakeholders within the pioneer groups to add expertise and advice.

- **The preparedness of schools and teachers for delivering the new curriculum and to what extent the concepts of Professor Donaldson's Successful Futures review are being tested and carried out already.**

There will need to be considerable investment in teachers' professional learning in and around the AoLE HWB. Specifically, the pedagogies supporting engagement in physical activity and a child's physical literacy. This will also need to be considered in the context of extra-curricular provision, pre-school settings and wrap around care in order for the wider offer making sense to pupils and ensuring every opportunity offers enrichment to their learning and application.

We further believe that the work Sport Wales has undertaken in developing the five 'Elements of Engagement' would be beneficial for the professional development and understanding of the teaching profession. These are the key drivers of participation and have been developed through our qualitative and quantitative work.

- **Any other issue stakeholders wish to draw to the Committee's attention.**

In the Health and Wellbeing AoLE there will be a need for considerable investment in the development of resources and professional learning opportunities. To support the needs of schools in developing a school level curriculum and supporting staff development, a network of partners working collaboratively will need to be established. Furthermore, the inspectorate, including accountability frameworks, will need to incorporate

curriculum health and wellbeing including physical activity provision and experiences into future inspection frameworks.

We believe the findings of the school sport survey would be a crucial element of this work in order to be able to find a consistent physical activity offer across Wales.

Ymateb gan: Cyngor Cymreig y Gwasanaethau Ieuenctid Gwirfoddol
Response from: Council for Wales of Voluntary Youth Services (CWVYS)

The Council for Wales of Voluntary Youth Services (CWVYS) is the national, independent representative body for the voluntary youth work sector in Wales with a current membership of 92 organisations that work with over 250,000 young people between the ages of 11–25 years. It is estimated that 30,000 volunteers and 3,000 paid staff are engaged in delivering work with young people within the voluntary youth work sector.

Current membership reflects the huge diversity and rich variety of voluntary youth work and youth support services and includes both national and local/community based organisations.

CWVYS seeks to work in close co-operation with partners from across the voluntary and maintained youth work sectors, believing that such joint working creates better results and serves the wider sector well.

We welcome the opportunity to respond to the consultation and in doing so, seeks to fully represent the views of its member organisations.

INTRODUCTION

CWVYS subscribes to the view presented in the *Youth Work National Occupational Standards*; namely, that youth work ‘*assists young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential*’.

CWVYS also espouses the routes to specialist support for young people as outlined in *Youth Work in Wales: Principles and Purposes*: and as outlined in the ‘Five Pillars of Youth Work’.

In addition, it is important to highlight that ‘*Youth work in Wales is based primarily on a voluntary relationship between young people and youth workers. The Youth Service is a universal entitlement, open to all young people within the specified age range of 11-25*’

The voluntary youth work sector continues to be able and willing to deliver open access (or universal) and targeted youth work – either within collaborative partnership frameworks and/or within individual organisations, where both open access and targeted delivery co-exist ‘under the same roof’, for the benefits of all young people.

1. In non-formal and informal environments, where youth work flourishes and enriches the lives of young people and where opportunities exist to discuss issues with a youth worker, young people are able to highlight the issues they face and how they want to help to shape and influence the direction of the new Curriculum for Wales.
2. The interactions between youth workers and young people occur largely through contact established via open access provision. Based on the critically important voluntary relationship between young people and youth workers, this non-judgemental and supportive approach enables young people to engage and to highlight issues that are relative to and relevant about the proposed new Curriculum for Wales.
3. Youth work is a key part of education provision for young people in Wales. There is a lack of dialogue between formal education providers and the youth work sector and this needs to be improved on all sides in order to ensure a more informed way forward in terms of professional understanding but also to support future, constructive and co-designed approaches to delivering the best possible education outcomes for young people.
4. The report *Education in Wales – our national mission 2017-2021* highlights youth work as having a role to play within this educational context (pg31). However, the sector's input and potential value here is seemingly reduced to '*implement the Wales Charter for Youth Work and establish an independently chaired National Youth Support Services Board to secure a shared vision for effective youth work*'. The recent forming of an Interim Youth Work Board is a much-welcomed development and it needs to 'find its feet' in this, its early days since being formed. We would, however, suggest that several, positive benefits and outcomes – for the development of the new Curriculum, for young people and the wider education sector - could arise from there being a stronger and more strategic link between those engaged in developing the new Curriculum and the Interim Youth Work Board.
5. It is important to say that CWVYS is very pleased to be part of both the Education Reform Strategic Stakeholder Group (SSG) and its Children and Young People sub-group. This affords us good opportunities to engage directly with officials and other stakeholder partners and to highlight the beneficial impact of youth work practice within, and with, formal education approaches. The youth work sector as a whole is willing and able to engage readily with these strategic processes and can/does/will provide examples of good practice and provision which enhance the proposed Curriculum. Youth work's contribution to preventative and early intervention is clear but it also enhances the educative offer for, to and with young people in relation to topics which include expressive arts, emotional well being and mental health, personal and social development along with a culture of learning within young people-friendly and led environments.
6. That said, CWVYS believes that the SSG would benefit from adopting a more strategic approach in terms of linking with the third sector more generally and with the voluntary youth work sector more specifically. An example here might be the strategic interest in financial literacy education amongst young people. However, this is already taking place within the voluntary youth work sector - and so opportunities to learn and develop better understanding of how this operates have been missed.

7. It is disappointing to note how youth work has been 'sidelined' with regards to the original 'co-design' and 'co-construction' work for the new Curriculum. Examples here would be the development of two pieces of work in particular: the Areas of Learning and Experience working groups and the development of the *What Matters?* documents. We would (and do) argue that meaningful and inclusive co-design and co-construction approaches involving all parts of the wider education sector would yield far better and more informed outcomes. Having to play 'catch up' in these contexts is not preferable and does not afford the youth work sector the respect it deserves.

8. The youth work sector and third sector in general would welcome the opportunity to engage with Regional Consortia in a much more productive manner. The general perception of Consortia working solely on formal education issues is perhaps understood in terms of priorities as being led by Curriculum reform. However, as with the previous point, earlier and more urgent, informed engagement would pay dividends in enhanced good practice, contacts, knowledge base and reduction of duplicated effort. The space for discussion needs to be in place and Regional Consortia are a vehicle for those discussion and shared learning.

9. There are, CWVYS believes, hugely positive steps being developed in direct relation to young people and to youth work in Wales. Our involvement in the Inquiry into Youth Work (CYPE Committee, 2016 - ongoing); the important forming of the Interim Youth Work Board; the Board's stated aim to engage with young people as its first priority; the registration of youth workers and youth support workers and the key working relationship with the Education Workforce Council; a focus on improving the marketing and communications aspect of the sectors' work; recognition of the role youth work plays across many areas of life e.g. mental health; youth homelessness; the establishing of a Welsh Youth Parliament along with other issues provides for significant and extremely well-connected opportunities within which the new Curriculum would benefit - and where young peoples' experience of that new Curriculum would be enhanced tremendously.

Paul Glaze
 Chief Executive
 December 2018

Council for Wales of Voluntary Youth Services
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CR 14

Ymateb gan: Urdd Gobaith Cymru
Response from: Urdd Gobaith Cymru

Cyflwyniad

1. Mae Urdd Gobaith Cymru yn fudiad leuenctid Cenedlaethol Gwirfoddol. Mae 55,000 o blant a phobl ifanc Cymru yn aelodau. Nod Urdd Gobaith Cymru yw i '... sicrhau cyfle, trwy gyfrwng yr iaith Gymraeg i holl ieuenctid Cymru (rhwng 8 a 25 oed) i ddatblygu'n unigolion cyflawn; a'u galluogi i chwarae rhan adeiladol yn y gymdeithas gan feithrin sgiliau personol a chymdeithasol.'
2. Mae'r Urdd wedi meithrin cenedlaethau o ddynion a merched ifanc i ymfalchïo yn eu gwlad, i fod yn agored i'r byd ac i ymgorffori ein hiaith a'n diwylliant, ynghyd â'r gwerthoedd cyffredinol rydym ni'n eu coleddu yng Nghymru. Mae dros 4 miliwn o blant a phobl ifanc wedi bod yn aelodau o'r Urdd ers iddo gychwyn yn ôl yn 1922. Ni ellir gor-bwysleisio arwyddocâd yr Urdd. Mae ei gyfraniad at genedlaethau yng Nghymru, at fywydau, hyder ac iechyd meddwl ein pobl ifanc dros y blynyddoedd wedi bod yn aruthrol.
3. Mae pob un ysgol cyfrwng Cymraeg a dwyieithog yng Nghymru yn ymwneud â'r Urdd ac mae 56% o holl ysgolion Cymru yn ymwneud â'r Urdd trwy'r canlynol:
 - Darpariaeth yr Urdd o fewn ysgolion yng Nghymru, clybiau amser cinio ac ar ôl ysgol
 - Cynllun 'Cymraeg pob Dydd' sydd yn rhoi cyfleoedd defnyddio'r Gymraeg o fewn ysgolion di-Gymraeg
 - Cyfnodau preswyl yng ngwersylloedd yr Urdd
 - Chwaraeon
 - Gwaith leuenctid a Chymunedol
 - Y Celfyddydau

- Perfformio ar lwyfannau lleol, sirol a rhanbarthol
- Llenyddiaeth
- Theatr leuenctid yr Urdd
- Ymweliadau Rhyngwladol
- Cylchgronau ail iaith ac iaith gyntaf
- Gwaith Dyngarol a Neges Heddwch ac Ewyllys Da leuenctid Cymru gan yr Urdd
- Gwirfoddoli yn gymunedol ac yn rhyngwladol
- Achrediadau a hyfforddiant i bobl ifanc
- Gweithgareddau Awyr Agored.

Gweler www.urdd.cymru

4. Mae dros 58% o breswylwyr y gwersylloedd yn mynychu ysgolion cyfrwng Saesneg ac mae 26% o aelodaeth yr Urdd o'r 20% ardal fwyaf difreintiedig yng Nghymru. Trosiant yr Urdd yw £10.3 miliwn a daw 21% o'n hincwm o ffynonellau cyhoeddus. Yn ddiweddar cyhoeddwyd adroddiad ar werth economaidd yr Urdd yn genedlaethol ar draws Cymru o dros £25.5 miliwn (2016/2017). Mae Gweithwyr leuenctid a Gweithwyr Cymorth leuenctid yr Urdd wedi eu cofrestru gyda'r Cyngor Gweithlu Addysg.
5. Rydym yn aelodau o Grŵp Rhanddeiliaid Strategol Datblygu'r Cwricwlwm ynghyd â'r is-grŵp plant a phobl ifanc.
6. Rydym yn ymfalchïo bod y Gymraeg yn ganolog i ddatblygiad y Cwricwlwm ac edrychwn ymlaen at gefnogi ysgolion a Llywodraeth Cymru i wireddu'r weledigaeth - 'Galluogi pob dysgwr i ddatblygu eu sgiliau iaith Gymraeg er mwyn defnyddio'r iaith yn hyderus ym mhob agwedd ar fywyd.'

Ein hymateb i ddetholiad o'r cwestiynau a osodwyd gan y pwyllgor.

7. Sut y mae datganiadau 'Beth sy'n Bwysig?', a gyhoeddwyd ym mis Rhagfyr 2017, yn cael eu datblygu i greu cynnwys y cwricwlwm ym mhob un o'r chwe Maes Dysgu a Phrofiad

- 7.1. Rydym yn ymwybodol bod y rhain yn cael eu datblygu gan y proffesiwn, fel mudiad nid ydym wedi derbyn gwahoddiad swyddogol i fod yn rhan o'u datblygiad. Byddwn wedi disgwyl cyswllt i drafod y cyfleoedd ar gyfer profiadau cyfoethogi ym maes Iechyd a Lles, Dyniaethau, Celfyddydau Mynegiannol, Ieithoedd, Llythrennedd a Chyfathrebu.

8. Effeithiolrwydd y trefniadau llywodraethu, rôl y Grŵp Cyngori Annibynnol a Bwrdd y Cadeiryddion, a chyfraniad y Grŵp Rhanddeiliaid Strategol ar Ddiwygio Addysg;

8.1. Rydym yn aelod o'r Grŵp Rhanddeiliaid Strategol ar Ddiwygio Addysg ac yn ei fynychu yn rheolaidd. Trwy fynychu cyfarfodydd y grŵp yma, rydym yn derbyn diweddariadau ar ddatblygiad y cwricwlwm ynghyd â mynegi barn ar agweddau o'r Bil Anghenion Dysgu Ychwanegol.

8.2. Er hyn ychydig o ddeialog sydd hyd yma i ni gyfrannu'n strategol. Roeddwn yn disgwyl byddai Llywodraeth Cymru yn gofyn am ein barn ar y ddogfen Addysg yng Nghymru: Cenhadaeth ein Cenedl, cyfraniad mudiadau gwaith ieuenctid at y cwricwlwm newydd, rôl cyrff allanol yn natblygiad y Meysydd Dysgu a Phrofiad a'r profiadau cyfoethogi, trafod y berthynas rhwng y cwricwlwm a chyrff allanol a sut i gychwyn paratoi cyrff allanol i ymgysylltu a'r cwricwlwm.

9. Pa mor barod yw ysgolion ac athrawon i gyflwyno'r cwricwlwm newydd ac i ba raddau y mae cysyniadau adroddiad yr Athro Donaldson ar ei adolygiad, Dyfodol Llwyddiannus, yn cael eu rhoi ar brawf a'u rhoi ar waith eisoes.

9.1. Hoffwn ganolbwyntio ein hymateb yn seiliedig ar y profiadau cyfoethogi a dysgu tu allan i'r dosbarth. Hyd yma nid ydym yn ymwybodol os oes trafodaethau neu ymchwil, ar waith yn y maes hwn.

9.2. Yn y ddogfen *Dyfodol Llwyddiannus* gan yr Athro Graham Donaldson, Chwefror 2015, nodwyd ym Mhennod 5, pwynt 6, y canlynol:

'bringing the word into range'. Mae'n bwysig bod plant a phobl ifanc yn gweld bod eu dysgu'n berthnasol i'r byd tu allan i'r ysgol a bod cyfleoedd i ffurfio cysylltiadau a'r byd hwnnw yn cael eu gwireddu. Mae nifer o ysgolion wedi cydnabod eisoes fod angen ymestyn ymhellach na'u harbenigedd eu hunain ac wedi ffurfio cysylltiadau cryf a chyrff ac unigolion y tu allan.'

'Mae perfformiad yn ei ystyr ehangaf yn bwysig hefyd i greu dilysrwydd. Cellir meithrin sgiliau arwain drwy chwarae rhan yn yr ystafell ddosbarth a hefyd drwy gymryd rhan yn fwy ffurfiol mewn clybiau a chymdeithasau.'

Mae argymhelliad 34 yn nodi 'Dylai plant a phobl ifanc gael cyfleoedd i ddysgu o arbenigedd a phrofiad tu allan i'r ysgol.'

9.3. Yn y ddogfen ddilynol, *Cymwys am Oes, Cwricwlwm i Gymru - Cwricwlwm am Oes Chwefror 2015*, cyfeirir yn benodol yn adran Bloc Adeiladu 3 at ymestyn a hyrwyddo profiadau dysgwyr, cyfraniad clybiau, cymdeithasau, grwpiau, chwaraeon, celfyddydau, trydedd sector ayyb. Mae'r adran yn nodi pwysigrwydd i ysgolion a sefydliadu

allanol i gydweithio gan ystyried, ymestyn a chreu profiadau yn y gymuned i ddysgwyr.

- 9.4. Ond wrth edrych ar y ddogfen fwyaf diweddar *Addysg yng Nghymru: Cenhadaeth ein Cenedl, Cynllun gweithredu 2017-21*, mae llai o bwyslais ar y profiadau cyfoethogi a chyfraniad cyrff fel yr Urdd. O fewn y tair haen system addysg Cymru nid oes cyfeiriad at gyfraniad mudiad fel yr Urdd tuag at addysg plant a phobl ifanc.
- 9.5. Teimlwn ei fod yn amserol i gychwyn y drafodaeth hon gan gychwyn profi a datblygu sgiliau o fewn ysgolion ac o fewn cyrff allanol, i alluogi cyfraniad proffesiynol, ymholgar a phwrpasol.
- 9.6. Er bod sôn am gyfraniad gwaith ieuenctid o fewn amcan galluogi 3, nid oes trafodaeth ffurfiol wedi digwydd gyda'r sector gwaith ieuenctid gwirfoddol i drafod ei rôl a chyfraniad i'r cwricwlwm newydd. Yn ychwanegol mae angen ystyried os gall y cynnig gwaith ieuenctid cyfrwng Cymraeg gefnogi'r amcan hwn. I'r perwyl yma mae'r Urdd wedi cyflwyno cynnig o fodel gwaith ieuenctid cenedlaethol cyfrwng Cymraeg i swyddogion Llywodraeth Cymru. Deallwn bydd angen i'r Bwrdd Gwaith Ieuenctid dros dro ystyried hyn wrth ddatblygu'r strategaeth gwaith ieuenctid yng Nghymru.
- 9.7. Rydym yn awyddus i ddatblygu ein cynnig e.e. sut mae profiadau'r Urdd yn pontio yn ôl i'r cwricwlwm ac addysg plant a phobl ifanc Cymru. Teimlwn fod angen rhannu gwybodaeth am y Cwricwlwm newydd a datblygu capasiti cyrff fel yr Urdd i ymateb i'r trawsnewid sylfaenol yn y cwricwlwm rhwng nawr hyd at 2022.

10. Y camau a gymerir i sicrhau bod Cwricwlwm Cymru newydd yn ategu blaenoriaethau eraill Llywodraeth Cymru, gan gynnwys (ond nid yn gyfyngedig i) Cymraeg 2050.

- 10.1. Rydym yn croesawu'r cynllun gweithredu manwl ar gyfer gweithredu'r Gymraeg mewn Addysg. Mae Urdd Gobaith Cymru yn edrych ymlaen at gyfrannu at y weledigaeth. Mae profiadau plant a phobl ifanc o gynnig yr Urdd, cyfnodau preswyl yn y gweryslyoedd a'r cynllun Cymraeg Bob Dydd yn enghreifftiau o brofiadau cyfoethogi sy'n dod a'r Gymraeg yn fyw i blant a phobl ifanc. Rydym am barhau i ddatblygu ac ehangu'r profiadau yma i bob dysgwr ac edrychwn ymlaen at weithio'n agosach gyda Llywodraeth Cymru, y pedwar consortiwm rhanbarthol a'r ysgolion i wireddu'r weledigaeth y Cynllun Gweithredu Cymraeg mewn addysg.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 15

Ymateb gan: Cymdeithas Ddysgedig Cymru
Response from: Learned Society of Wales

1. Introduction

1.1. As the national academy of Wales, The Learned Society of Wales / Cymdeithas Ddysgedig Cymru (LSW) welcomes the opportunity to respond to the CYPE Committee consultation on the Welsh Government's progress in developing the new Curriculum for Wales. **This response reflects our experience as an expert advisor on the 'Welsh Dimension and International Perspective' (WDIP) in the development of the new curriculum.**

2. Background

2.1. The Learned Society of Wales was commissioned by the Welsh Government in July 2018 to undertake a review of the progress to date in the WDIP aspect of the new curriculum.

2.2. The project arose due to our ongoing work to promote, safeguard and develop Wales Studies scholarship. Wales Studies is conceived in the broadest of terms and aims to be pan-disciplinary, ranging from art, literature and the performing arts, to geology, oceanography, business, geography, sociology and more. Our work in Wales Studies also includes scholarship directly concerned with matters such as (and to give just some examples amongst many possibilities): Welsh cultural history; Welsh life in the present; the development of creative writing practice in Wales; Welsh land and environment; and administrative systems operating within Wales.

2.3. We have welcomed the opportunity to engage relevant experts to review and feed in to the further development of the cross-cutting WDIP elements in each Area of Learning and Experience (AoLE). The experts we have engaged in this project have significant research experience

and scholarship in studies relevant to Wales and its international dimensions, as well as broader subject experience.

2.4. The Society has been monitoring progress of the new curriculum since the publication of the *Successful Futures* review. We welcomed the commitment made in *A Curriculum for Wales – a curriculum for life* (2015) that “Each AoLE should include, where appropriate, a Welsh dimension as well as an international and UK perspective”.¹ The development was timely, as the Society had identified Wales Studies as one of its strategic priorities, and was developing a programme of activities and policy work to promote the vitality and importance of scholarship and research about Wales.²

3. The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE)

3.1. We noted early in 2018 that the WDIP element was largely undeveloped in the December 2017 ‘What Matters’ statements, and that there was a risk that the curriculum would lose the intended Wales-specificity. Realising that we had an appropriate expert network to support this work, we looked in to how the Society could become engaged in the development of the curriculum.

3.2. In February 2018, through an expert advisor already engaged in supporting one of the AoLEs, we were put in contact with the civil service leads for the WDIP aspect. After a series of constructive meetings, we initially engaged relevant experts to work on re-drafting the definition of WDIP to ensure inclusivity, intersectional identities, and to stress that a Welsh view of the world was not parochial or introspective if developed correctly; WDIP is about Wales in the world, and in order to place Wales in the world, learners need to first understand their place(s) within Wales.

3.3. In particular, we worked to develop principles to support the embedding of WDIP across the curriculum, and suggested potential approaches. The revised definition was adopted by the Curriculum Design and Development Unit and distributed to the AoLE groups in late March.

3.4. In June, we were invited by the WDIP lead civil servants to undertake a review of the progress to date. We were asked to:

- Advise on how to further develop the overarching definition of a Welsh dimension and international perspective

¹ *A Curriculum for Wales – a curriculum for life*

²<https://www.learnedsociety.wales/our-publications/uncovering-wales-studies-a-report-on-ref2014-impact-case-studies-from-welsh-heis/>

- Provide suggestions about how the overarching definition might be interpreted in the context of each of the six AoLEs:
 - Expressive Arts
 - Health and Well-being
 - Humanities
 - Languages, Literacy and Communication
 - Mathematics and Numeracy
 - Science and Technology
- Complete an audit and analysis of how the Welsh dimension and international perspective have been incorporated in the work produced so far by the six AoLE groups, and suggest next steps to ensure they are embedded effectively as the groups continue with their work.

3.5. Enquiries were sent out by LSW officers to over 550 individuals including the Fellows of the Society, members of the Society's Wales Studies Steering Group, members of the Wales Alliance for Global Learning (WAGL), and early-career researchers working in various fields of Wales-facing study. Five meetings were held, and eighteen documentary responses were received (excluding comments from LSW officers and the author of the report, who all have experience in relevant WDIP research and activities). We were pleased to have been able to engage early career researchers in the exercise, many of whose research has focused exclusively on Wales and Welsh context.

3.6. The feedback was worked up in to a comprehensive report (over 12,000 words) which outlined specific advice for each AoLE together with next steps, and signposted further support available.

3.7. For those who engaged with the review, this was the first opportunity many had been provided with to contribute to the development of the new curriculum, and they engaged with enthusiasm. More than one respondent noted that it would possibly have been more efficient to engage WDIP experts earlier in the process to ensure that it did not become a 'bolt-on' to the curriculum, and rather a principle embedded from its inception.

3.8. In September, we met with the Curriculum Coherence Group to present the report and discuss its findings in detail. Further suggested changes were incorporated into a final version.

3.9. In October, the Society was commissioned to undertake a further review of how the recommendations for the initial report had been implemented. **The two reports prepared by the Society are attached to this report (CONFIDENTIAL).**

4. **The involvement of academic and other external expertise in informing curriculum design**

4.1. Following on from the first report, some of the respondents attended AoLE workshops held in October. The respondents were happy to give their time and expertise, however there was very little specific advice about what they were expected to deliver in their session.

4.2. The people involved are all very busy, and would have appreciated some pre-workshop correspondence with AoLE group leads to ensure that their priorities could be supported in the most constructive and efficient way possible. As one expert respondent reflected:

The AoLE group were very welcoming but were under pressure and did not have the time to listen. Academics are trained to examine large quantities of material and discern broad trends and themes, whereas the purpose of these workshops was working quickly at a granular level to find a wording that matched an existing framework. If the government really want meaningful academic scrutiny of these processes then this has to be done, from start to finish, and in a way that allows for input at every stage. If documentation is shared with academics in an organised and systematic way, we could create feedback sessions/seminars that reflect on the broader themes and build discussions.

4.3. Another participant commented that:

It was my feeling that the points at which our 'expert' input might be most useful would be at the beginning - and potentially end - of the process. We were of the view that helping to frame the narrative of such an exercise would be an aspect we could deliver on, and moreover (given the difficulties of writing by committee) that academics could be the ones to write initial drafts for the educational experts to then work on. With respect to the 'end' of the process, whilst we are aware that content is meant to be a responsibility devolved to the teachers themselves, it feels that given the very general nature of the documentation, providing case studies would be very helpful. This would be an obvious way to ensure that teachers have a sense of how the Wales and the World perspective might be drawn into their teaching.

On the whole it is a real positive that the participants have been willing to engage and their responses seemed positive; as such the little experience we've had should speak to the importance of doing much more of this in future.

4.4. A longer, more structured mechanism for engaging experts would be welcomed for the development of the assessments for the new curriculum.

5. How the ‘What Matters?’ statements, published in December 2017, are evolving into the design of the curriculum content in each of the six AoLEs

5.1. The What Matters statements have developed significantly since December 2017, and the latest versions reviewed by the Society (5 November 2018) have incorporated many of the recommendations we have fed in.

5.2. However, there is a need for consistency in terms of inter-disciplinary / inter-AoLE working, to ensure that where there is potential for this work (and co-production of syllabus materials, for example), these opportunities are maximised. The Languages, Literacy and Communication AoLE document in particular offers a good template for other groups to adopt.

5.3. The Society’s most recent comments on the latest drafts of the What Matters statements and the latest drafts of the AoLE templates are attached for information.

6. Progress in developing new assessment arrangements

6.1. In our engagements to date, there has been little evidence of the development of the new assessment arrangements; when the issue of qualifications and potential new models for GCSEs has been raised, we have been informed that this is an issue for Qualifications Wales. There is concern that the WDIP in particular could potentially be written out of the syllabus for assessments, especially if a more generic model is adopted. It is vital that the opportunity is taken to create assessments and qualifications suitable for the ‘made in Wales, for Wales’ curriculum.

7. The preparedness of schools and teachers for delivering the new curriculum and to what extent the concepts of Professor Donaldson’s *Successful Futures* review are being tested and carried out already

7.1. We are not able to comment on how the concepts of *Successful Futures* are being implemented already, but in terms of WDIP, the explicit shift to a curriculum more rooted in the ‘local’ will require further training for teachers and access to relevant resources to inform the development of their syllabuses. Some subjects may also benefit from the development of new textbooks – Wales specific, written and published in Wales, rather than those ‘bought in’ from other examining boards with Welsh context inserted retrospectively. There is significant expertise across Wales’ academic community which could be harnessed to support this work.

8. The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050

8.1. Careful attention will need to be given to how the new Curriculum for Wales fits with other government priorities. For example, Welsh as a second language is a key facet of achieving the ambition of Cymraeg 2050. There is little explicit engagement with the Well-being of Future Generations Act, although the four purposes of the new curriculum complement the seven well-being goals of the act.

9. Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019

9.1. The latest version of the AoLE templates (November 2018) indicate that the majority of the draft curriculum is nearly complete. There has been a very evident urgency in the schedules we have been asked to work to, and there seems to be determination to complete much of the work before the end of 2018.

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Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

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CR 16

Ymateb gan: Y Gymdeithas Genedlaethol i Blant Byddar
Response from: National Deaf Children's Society

About Us

The National Deaf Children's Society is the national charity dedicated to creating a world without barriers for deaf children and young people.

In referring to deafness, we refer to all levels of hearing loss from mild through to profound. We also include those experiencing a temporary hearing loss.

Response

The National Deaf Children's Society Cymru has been following the progress of the developments of the new Curriculum with interest. In particular, we are keen to ensure the review meets four key objectives:

1. Access to the curriculum
2. Ability to learn British Sign Language (BSL)
3. Continuation of vital data
4. Appropriate consideration of other ongoing issues.

1. Access to the curriculum

Deaf children and young people have particular requirements in accessing the school curriculum. At present, these requirements are often not met and consequently there is an [attainment gap](#) between deaf pupils and their hearing peers. To avoid similar issues in the future, it is imperative that the new curriculum is clearly accessible to this group of vulnerable learners.

The Language, Literature and Communication AoLE presents a number of access challenges for deaf learners. We are pleased that Welsh Government officials recognise this and invited the National Deaf Children's Society Cymru to comment on the draft Achievement Outcomes for this particular AoLE. We have provided a number of comments on how the wording of this draft document should be adapted to take account of the access requirements of deaf learners

who are both oral communicators and of those who are first language BSL (British Sign Language). We sincerely hope that these comments will be taken on board.

The National Deaf Children's Society Cymru also acknowledges that there will be access needs for deaf learners (and indeed other ALN types) across the wider curriculum. In particular, deaf learners may face particular challenges in music lessons. To this end, we have recently been discussing with officials the possibility of ALN guidance to sit alongside each AoLE. Such guidance would provide sign posts to relevant and disability-specific information. At present, it is unclear whether the Welsh Government will proceed with such guidance, but we would strongly advise that it does so and would welcome the Committee's support in calling for this guidance.

2. Ability to learn British Sign Language

The Welsh Government acknowledged BSL (British Sign Language) as a language in its own right in January 2004. There is a large and unmet appetite among both deaf and hearing pupils to study BSL as a language option at school. A survey conducted by our Youth Advisory Board showed that 83% of 202 respondents in Wales wanted the opportunity to learn BSL in school (see [here](#)).

The Welsh Assembly Petitions Committee also recently recommended that the Welsh Government take steps to ensure opportunities to learn BSL are provided in schools.

We would welcome a firm commitment from the Welsh Government to ensure the new curriculum enables and encourages schools to offer BSL. We are aware of the potential to develop a BSL GCSE in England in the near future and would wish for the new curriculum in Wales to be open to including BSL as a GCSE option in Wales.

3. Continuation of vital data

We know that deaf learners are facing barriers in reaching their full educational potential. The availability of attainment data on this discreet and vulnerable group of learners is essential in order to measure progress in addressing these barriers. However, proposals within the Donaldson report to move to a sampling method of data collation threatens the availability of this vital data. Indeed, with low incidence needs such as deafness, data is required on a national basis in order to secure statistical viability.

During the progress of the reforms, the National Deaf Children's Society Cymru has regularly raised this issue with officials. Whilst the issue has been acknowledged, we are nervous that no firm resolution appears to have been reached. For this reason, we would welcome the Committee's

support in highlighting this point and ensuring it remains on the Welsh Government's agenda.

4. Appropriate consideration of other ongoing issues

The National Deaf Children's Society appreciates the reasoning behind moving towards progression steps, but it must be acknowledged that this move has the potential to exacerbate a predisposition some professionals may have for lower expectations of ALN learners. Indeed, many ALN learners have the potential to achieve on a par with their peers, but require greater levels of support/differentiated learning in order to do so. Although we do not suggest that many professionals would see progression steps as a way to justify slower progress for more vulnerable learners, it is nevertheless a potential which must be safeguarded against. It is imperative that checks and balances are in place to ensure ALN learners are moving along their progression steps at an appropriate pace. The National Deaf Children's Society Cymru suggests the Welsh Government utilises the reforms around inspection and self-assessment to emphasise and address this point. We would recommend that self-assessment frameworks hold a specific section on ALN to ensure it is placed firmly on the agenda.

With the emphasis being placed on teachers having the freedom to adapt the new curriculum, it is essential that they are able to do so in a way that meets the needs of all of their learners – including those with ALN. The National Deaf Children's Society Cymru has long called for teacher training to include awareness of specific ALN types, including basic deaf awareness. We feel that the curriculum reforms increase the need for such training and would urge the Welsh Government to take this point on board.

We were pleased that schools with hearing impaired resources were included within the Pioneer Schools for developing the curriculum. We would welcome further information and assurances that the opinions of the specialists within these bases are being fully utilised to explore the accessibility of the proposals.

The Committee consultation letter specifically sought views on the involvement of the Education Reform Strategic Stakeholder Group. The National Deaf Children's Society Cymru was not originally involved in this group, but was subsequently invited to join in its capacity as a representative of TSANA (the Third Sector Additional Needs Alliance). We have welcomed this opportunity, but feel disappointed that only one place has been made available for TSANA on this important group. Furthermore, given the size (particularly the Cardiff-based meetings) and nature of the group, we have at times felt that discussion and feedback opportunities within the meetings themselves have been more limited than we would have wished. For this reason, we have sought to email officials outside of these meetings.

Deaf children and young people often tell us that one of the biggest barriers they face is a lack of awareness among both teachers and their peers. In light of this, we would urge the Welsh Government to place disability awareness clearly and firmly on the new school curriculum. The Welsh Government is keen for our young people to become responsible and ethical citizens, and a key part of this is being aware of disability issues. At present, there are “hooks” within the curriculum where disability awareness could potentially be taught, but given the importance of this topic, we would welcome moves to ensure it is a firm requirement.

In addition, it is imperative that among disabled learners themselves, awareness of disability rights is increased. We believe that there should be opportunities within the curriculum to facilitate this.

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CR 17

Ymateb gan: Cynghrair Anghenion Ychwanegol y Trydydd Sector Response from: Third Sector Additional Needs Alliance (TSANA)

I write on behalf of the Third Sector Additional Needs Alliance (TSANA) in Wales with regard to the Committee's consultation on the curriculum reforms. I am aware that some of the organisations represented by TSANA are also submitting their own responses, but I wanted to take this opportunity to highlight the following important points which affect ALN learners generally:

- Learners with ALN can face particular barriers in accessing the curriculum. Given that the emphasis within the reforms is on teachers and practitioners having the freedom to create and adapt the curriculum, it is imperative that awareness is raised of such access requirements. To this end, we strongly recommend that the Welsh Government develop ALN guidance to sit alongside each AoLE within the new Curriculum.
- In light of the above, we would also strongly urge the Welsh Government to ensure all teachers and practitioners receive ALN-specific awareness training.
- Many learners with ALN face difficulties with bullying and social isolation because their peers do not understand their needs. We believe the curriculum reform presents a good opportunity for the Welsh Government to require schools to cover awareness raising of specific disability types as part of the school curriculum. We would welcome the support of the Committee in calling for this.
- We believe it is important that data on the attainment of learners by ALN type is retained. These vulnerable learners are often not reaching their full potential and the publishing of attainment by ALN type provides a key monitoring measure of this attainment gap. Proposals to collate attainment data on a sampling basis jeopardises the availability of this valuable data.
- It is imperative that checks and balances are put in place to ensure that the move to progression steps does not exacerbate the potential to accept slower progress rates for vulnerable learners without first putting in place appropriate support.

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CR 18

Ymateb gan: Cyngor Deoniaid Iechyd Cymru

Response from: The Council of Deans of Health Wales

Council of Deans of Health Wales response – December 2018

Cyngor Deoniaid Iechyd Cymru/The Council of Deans of Health Wales is grateful for the opportunity to contribute to this call for evidence. The Council of Deans of Health represents the 83 UK university faculties engaged in education and research for nursing, midwifery and the allied health professions. Our seven member institutions in Wales work together with policy makers to help shape the education and training of the future health and social care workforce in Wales.

Key messages

1. The Council of Deans of Health Wales recommends extensive engagement with the higher education sector in the design and development of the Curriculum for Wales. This engagement is vital to ensure young people in Wales can articulate effectively into healthcare higher education and employment.
2. The Health and Wellbeing Area of Learning and Experience will be critical for developing the physical and emotional wellbeing of Welsh pupils. It also provides an opportunity to give young people an understanding of the wide range of healthcare careers open to them, including nursing, midwifery, and the allied health professions. Healthcare education provides graduates with diverse and varied options for career development and progression within the healthcare sector. Effective engagement between healthcare professionals and healthcare higher education institutions will be fundamental to promoting healthcare careers and positive employment outcomes.
3. Ensuring that young people have access to healthcare careers information would complement other Welsh Government priorities. These include fulfilling the objectives of 'A Healthier Wales: Our Plan for Health and Social Care'¹ and developing a sustainable healthcare workforce for Wales' future.

¹Welsh Government (2018) [A Healthier Wales: our Plan for Health and Social Care](#)

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CR 19

Ymateb gan: ColegauCymru
Response from: CollegesWales

Introduction

ColegauCymru is pleased to respond to the National Assembly for Wales' Children, Young People and Education Committee's Inquiry into the Welsh Government's progress in developing the new Curriculum for Wales. ColegauCymru is a post-16 education charity, promoting the public benefit of post compulsory education and learning.

Observations

General:

ColegauCymru welcomes the holistic approach to learning outlined in the proposals in the Donaldson Review - 'Successful Futures'. The reforms, if successfully implemented, should result in learners who are better equipped for the Further Education (FE) approach to learning.

On behalf of the Further Education sector in Wales, in autumn 2017, ColegauCymru was commissioned by Welsh Government to conduct an intelligence gathering exercise on the implications of 'Successful Futures'. Specifically, the Welsh Government sought the views of the FE sector on two key aspects:

- The implications of the recommendations outlined in Successful Futures for the FE sector; and
- The role of the FE sector in developing and implementing the new curriculum.

The output from the exercise was a report presented to Welsh Government in March 2018. This contained a series of recommendations to the Welsh Government, Further Education Institutions in Wales, schools and other organisations with an interest.

The main recommendations to Welsh Government included (but were not limited to):

- As a matter of urgency, ensure the involvement of the FE sector in the six working groups established to develop Areas of Learning and Experience;
- Establish systematic and coherent channels of communication with the FE sector about developments in the implementation of Successful Futures;
- Consider the implications of the new curriculum and assessment arrangements for existing 16-19 vocational and academic qualifications;
- Use the experience and expertise of staff in the FE sector to help schools and regional consortia meet the challenges of the new curriculum and assessment proposals.

The first of these recommendations was implemented relatively quickly with one FE representative being identified via ColegauCymru to join each AOLE from May 2018. However, systematic, coherent and consistent channels of communication with the FE sector about developments in the implementation of 'Successful Futures' have not been established and it is important that this are addressed. Plans are in place for Welsh Government officials to update ColegauCymru's Curriculum and Quality Group and Principals' Forum in January 2019.

There does not appear to be any guidance to the FE representatives on the AOLEs about feeding back to the sector more widely or agreed Welsh Government processes for doing so. In the absence of this, ColegauCymru has coordinated short termly updates from each of the six FE representatives that are circulated to our Curriculum and Quality Group. The FE representatives report that the work has been intense but interesting. There has been one change of representative on the Health and Wellbeing AOLE.

Following positive progress and engagement around the information gathering exercise undertaken in late 2017/early 2018, it is disappointing that this has not led to the structured engagement recommended. This would facilitate action on a number of the different recommendations set out in our report to Welsh Government.

The responses to the specific areas of the inquiry below have been informed by feedback from colleges and, where appropriate, the FE representatives on the AOLEs.

1. Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019;

The Further Education representatives noted that overall, good progress has been made in relation to producing the draft Curriculum. They valued the discussion, the input of experts (although messages were occasionally conflicting), and emphasised the need for the FE sector to be engaged and feedback on the proposals when published.

2. The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design;

ColegauCymru is not aware of any formal process of connecting Pioneer Schools to FEIs.

3. The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE);

The Further Education representatives on the AOLEs reported that as of November 2018 - all AoLEs have sent submissions to the Curriculum & Assessment Group (panel of experts, chaired by Donaldson) for feedback and are currently acting on feedback.

Additional meeting dates have been added in order to for the work to be completed on time. Participation is now expected in Spring 2019 term.

4. The involvement of academic and other external expertise in informing curriculum design;

The FE representatives noted the expert input provided by academics, including University of Glasgow and CAMAU, and that several academic papers relating to the disciplines have been presented and used to shape learning outcomes and priorities. Estyn have also taken a role in guiding the writing of the curriculum with the curriculum pioneers. The area of Additional Learning Needs was identified as needing further consideration.

5. How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs;

Feedback from the FE representatives on the AoLEs demonstrated the differences in developments across the AoLE groups. An area of concern was raised in relation to wellbeing in the 'What Matters' statements relating to Expressive Arts where wellbeing and mental health problems were felt to be a particular issue for the Creative Industries. More could potentially be included within each of the What Matters statements to address this and build resilience.

However, it is vital to note that from an FE perspective, there needs to be clear understanding that not all learners will leave school at 16 having successfully reached all of the achievement outcomes for Progression Step 5 and that FEIs can and should continue this progressive journey for learners.

FEIs and secondary schools will need to work together locally and regionally for this curriculum to provide successful futures for all pupils, and the implementation phase needs to include a degree of planning for this. This raises the question of whether, as a nation, we should only be developing an innovative curriculum up to age of 16 or if this should be extended?

There needs to be more consistent discussion and involvement of the post-16 phase across the AoLEs, with Health and Wellbeing being raised as a specific concern.

6. Progress in defining achievement outcomes at the various progression steps within the new curriculum;

Reported progress has differed across AoLEs and consistency across all six AoLEs was raised as an issue.

7. How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers;

The Further Education sector must be kept informed about, and engaged with, the new national professional learning offer for teachers and its implications/opportunities for the FE sector. There is a need to consider the impact of PGCE and further teaching qualifications, with PGCE validations potentially needing to be overhauled in light of new teaching methods.

One of the FE representatives noted concerns raised by teachers at KS2 level regarding the training at PGCE level of new teachers in relation to Wellbeing. Previously, this has not been seen as a major focus, yet teachers have indicated that this should be a key area for new *and* existing staff with the introduction of the new curriculum. The experiences and strategies utilised at FE level could be very helpful in this respect if schools and colleges could work collaboratively or share best practice in this area.

8. Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools);

FEIs should be routinely included in this communication and engagement work. To date, this is inconsistent if it takes place at all.

9. Effectiveness of the governance arrangements, role of the Independent Advisory Group and Change Board, and involvement of the Education Reform Strategic Stakeholder Group;

ColegauCymru has representation on Change Board and the Education Reform Strategic Stakeholder Group.

10. The preparedness of schools and teachers for delivering the new curriculum and to what extent the concepts of Professor Donaldson's Successful Futures review are being tested and carried out already;

An element of nervousness was reported around this, particularly in the Expressive Arts AoLE. Digital Media is an area of concern as this is a form that does not have a tradition of delivery in the compulsory sector. Many representatives from the pioneer schools and from the group of professional learning have voiced doubts that there is sufficient resource or subject specialists in the compulsory sector to sustain this discipline, especially as most seem not to understand the content of Digital Media, other than basic film making. The consensus view seems to be that through subsidiarity, schools will only deliver more traditional elements of Expressive Arts at a local level and as a consequence some of the more innovative elements of Donaldson's vision of the Expressive Arts and learner entitlement within Expressive Arts may not be fulfilled.

11. The role of the Curriculum and Assessment Group in ensuring the development of the curriculum is on track and the outcome of its 'checkpoint' meeting of 13-14 November 2018 to review progress;

No view.

12. Progress in developing new assessment arrangements;

The involvement of Qualifications Wales was highlighted, including in discussions surrounding curricula design. FEIs are keen to know more about what relevant qualifications will look like.

13. The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050;

One FE representative noted the embedding of the Welsh dimension and the need for AOLEs to plan a collaborative approach to this issue.

There are significant implications for ongoing work to implement the recommendations from Professor Hazelkorn's 'Towards 2030' report. Any vision for post-compulsory education and training needs to take account of the new types of learners that can be expected from the compulsory system in the years ahead.

Specifically in terms of Expressive Arts, the FE representative noted that the work is impressively focused on the long overdue integration of Expressive Arts throughout the school curriculum. It presents a fantastic opportunity, at a curricular level, to synchronise school pedagogical practice and learner progression with the requirements of FE and HE as well as those of higher apprenticeships and creative employers. In light of this, there are opportunities to consider how the new curriculum aligns with apprenticeships at all levels.

14. Any other issue stakeholders wish to draw to the Committee's attention.

The most significant issue is the transition of learners who have experienced the new curriculum into the post-compulsory system. This cannot be left until the new curriculum is finalised if we want to ensure a smooth transition from learners' compulsory education to their post-compulsory education and training. This transition is multifaceted and includes (but is not limited to) tracking learners, understanding of entry points and CPD.

Training and CPD for Further Education staff will be essential, not least because all AoLEs will include an element of digital knowledge. A significant element of culture change to delivery models will be required in FE and this needs to include a seamless planning period to ensure institutions are ready. CPD for Further Education staff needs to be considered at an early stage.

Following the adoption and progression of learners studying the new curriculum, entry into FE needs to take account of a comprehensive tracking system as learners are likely to be at different progression stages. No decision has been made yet on how learners will be assessed on entry to FE. There is also no decision yet as to what form of assessment will be used for the Donaldson curriculum.

We note the actual delivery to Year 10 in 2025 at schools, with year of entry of 2026 to FE. Transitional funding will be needed and planned before this point. There are different points of progression stages so entry points and entry criteria will be important and impact on annual planning for FEIs.

ColegauCymru and the Further Education sector is keen to continue to support the development, implementation, and importantly integration, of the new curriculum into the wider education system in Wales.

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CR 20

Ymateb gan: Shelter Cymru

Response from: Shelter Cymru

Shelter Cymru Education Service are a listed stakeholder for the new Curriculum for Wales, representing members of our Shelter Cymru Education Advisory Group. Our Education Advisory Group, established in 2001, have representatives from the statutory, voluntary and private sectors who have an interest in leaving home education.

As a collective voice on leaving home education, Shelter Cymru Education Service wish to provide written evidence on the Welsh Government's progress in developing the new Curriculum for Wales, focusing on the following two areas:

1. The steps being taken to ensure the new Curriculum for Wales complements other Welsh Government priorities.
2. How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning for teachers.

Welsh Government have the Housing (Wales) Act 2014 and Renting Homes (Wales) Act 2016 legislations and the Positive Pathway to Adulthood Framework, all of which highlights housing as a priority for the Welsh Government. Our education service is built to reflect these and the Curriculum Reform team have indeed recognised the importance of homelessness prevention and independent living education in their progress in developing the new Curriculum for Wales.

In relation to the four purposes of the new Curriculum for Wales, the Curriculum Reform team have identified that two of the purposes where learners should develop as 'healthy, confident individuals...' And 'ethical informed citizens...' both of which are appropriate to the work of Shelter Cymru. There could be opportunities for learners to consider homelessness and the importance of financial independence within this realm.

Shelter Cymru Education Service are happy with this recognition because we and our education advisory group members feel that universal education to the next generation around homelessness prevention and independent living is crucial to ensure a successful transition to adulthood; and the new Curriculum for Wales presents an unique opportunity to achieve this.

Our survey on 'Early Homelessness Prevention Education across Wales' in October 2018 (summary attached) provides evidence that highlights the importance of embedding youth homelessness prevention through education in core curriculum, and we recommend that this continues to be taken into consideration in the development of the new Curriculum for Wales.

One of the key actions recommended from our survey is that we need to continue our stakeholder engagement with the developments of the New Curriculum for Wales and address the need for core elements of housing and homelessness to form some part of core curriculum. To support this, developing materials that are promoted and readily available would provide teaching professionals with the required resources to deliver universal messaging through the PSE framework, collapsed timetables, assemblies and other enrichment opportunities.

In relation to how the development of the new Curriculum for Wales is aligning with the development of the new national professional learning for teachers, linking with the Higher Education sector to better inform our future teachers who are undertaking their PGCE courses would link particularly well alongside the development of the New Curriculum for Wales. Bangor University have already expressed an interest in exploring the inclusion of Shelter Cymru's Education work within their trainee teachers Professional Studies as part of their PGCE studies. This is an area that has not been explored before, so this is the right opportunity to advance with this area of work.

We very much value this opportunity to feed into your consultation to Welsh Government's progress in developing the new Curriculum for Wales and for considering our paper(s) as evidence in response to your consultation.

Summary of early homelessness prevention education across Wales

October 2018

1 Shelter Cymru Education Service: Our role in early homelessness prevention education.

At Shelter Cymru, we believe that every young person in Wales deserves a place to live.

Shelter Cymru Education Service is Wales wide and funded by the Welsh Government to deliver an early homelessness prevention service through Education to alleviate youth homelessness across Wales.

In 2018, Shelter Cymru Education led, in collaboration with its Education Advisory Group members who represent the statutory, voluntary and private sectors across Wales, a bilingual mapping exercise to continue to identify early homelessness prevention through education interventions that currently exist across Wales.

The findings from this short analysis have helped us to highlight best practice and identify gaps; gaps that evidence both an opportunity for further collaboration and expansion of education service to achieve a successful leaving home experience for all young people across Wales.

2 Mapping homelessness prevention education

The mapping exercise was conducted online through Survey Monkey, and was kept short but relevant seeking to identify the following:

1. What education interventions are delivered across Wales to alleviate youth homelessness
2. Where and how such interventions are delivered
3. Who organisations were working with, if any, to deliver their interventions.
4. The need for accredited training for both organisations and those young people in which they serve.

In addressing the above questions, we are able to create a general picture of existing youth homelessness prevention through education across Wales. Importantly, we are also able to

identify and evidence gaps in the current delivery of youth homelessness prevention through education across Wales.

Survey Scope

The survey was shared at the Education Advisory Group meeting in June 2018 for members to circulate through their networks and encourage completion. The survey was also circulated through educational settings and via Shelter Cymru's Social Media platforms. As an integral steering group member of the End Youth Homelessness Campaign, the survey has also been circulated through this network.

Responses

In total, the survey returned 50 completed responses representing organisations from the Voluntary, Third, Statutory and Private Sectors.

Setting	Number
Local Authorities	15
Voluntary / Third Sector	9
Primary Schools	8
Secondary / FE	8
Higher Education	1
Community / Care	3
NHS	1
Private	1
Other	4

3 Where is early homelessness prevention education delivered in Wales?

The survey returned responses from organisations across the whole of Wales, including 15 local authorities. Even from this short survey of responses, we can evidence with some confidence that there is some form of education to prevent youth homelessness in every Local Authority in Wales.

Mid Wales region of Ceredigion and Powys highlighted the need for better awareness of early homelessness prevention through education. As Ceredigion County Borough Council commented *"A 'Roadshow' could be developed in partnership with Education, Social Services, Housing & Third Sector to reach ALL of Wales."*

4 Who delivers early homelessness prevention education in Wales?

As highlighted in the survey responses, early homelessness prevention through education is delivered in various forms by different organisations across sectors.

Shelter Cymru, whose education service is funded by Welsh Government, develops and delivers universal and targeted information around housing and homelessness across various settings in Wales, both proactively and upon request, dependant on capacity.

Llamau provide young people with more targeted education to support those who are most vulnerable and have evidenced achievement of positive outcomes for young people. Their community outreach, however, is for the south-east corner of Wales.

Whilst this survey returned responses by a total of **17** school / FE establishments, it is clear that they rely heavily on the Third / Voluntary sector to deliver this type of education. For example, Ruthin and Denbigh High Schools stated that they rely on the project called “Going it Alone” who deliver information, advice, awareness and accredited training to their learners.

Some of the Third Sector organisations providing early homelessness prevention through education highlighted in this summary are:

- Shelter Cymru (pan-Wales)
- CWVYS (pan-Wales)
- Llamau (south-east Wales)
- GISDA (north Wales)
- Digartref (north Wales)
- Going-it-Alone (north Wales)
- Hafan Cymru (north Wales)
- Solas Cymru (south Wales)
- Swansea YMCA (south Wales)

Whilst CWVYS do not directly provide early homelessness prevention through education services, they do represent many of the Third Sector organisations highlighted in this summary and actively promote each one’s services to youth work practitioners across Wales.

We also returned a survey completion from Bangor University who expressed their interest following early discussions with Shelter Cymru about the possibility of introducing early homelessness prevention education workshops to their trainee teachers as part of their PGCE Professional Studies.

5 In what settings is early homelessness prevention through education delivered in Wales?

Nearly **60%** of survey respondents said that they deliver across secondary schools and Further Education settings. However, as previously mentioned, this delivery is largely dependent on Third Sector organisations. To address this in the future, as one secondary teacher said *“Youth homelessness education in Wales can be improved if it is taught in schools before young people leave education, especially by targeting those most vulnerable.”*

To achieve this, of course, such education would need to be part of core curriculum as another secondary teacher commented *“...such important education needs linking into new curriculum development.”* This comment is in relation to the New Curriculum for Wales, for

which Shelter Cymru are a stakeholder, and will continue to work to evidence the need for housing education to form a part of this development.

22% of respondents represented primary school teachers, which is interesting because evidence suggests that such education is few and far between within this part of the curriculum, yet teachers from this survey feel it is important in future homelessness prevention that children in Key Stages 1 & 2 are educated about housing and homelessness. As one teacher said *“...more sessions need to be delivered in schools by frontline services to address the myths surrounding homelessness.”* This is a fair comment yet frontline services of the Third Sector in particular do not have the capacity to provide such education across all primary schools in Wales.

To address the above, another primary teacher commented in the survey that *“...an assembly presentation for schools to use would be very helpful.”* Prior to circulating the survey, Shelter Cymru have developed a generic ‘myth-busting’ assembly presentation that can be used by primary and/or secondary schools moving forward.

From our survey, it is clear that more early homelessness prevention education needs to be delivered across Pupil Referral Units, with only **14%** of respondents providing such education within this setting.

6 What early homelessness prevention education is delivered across Wales?

Over **50%** of all organisations provide information & advice sessions across the aforementioned settings previously discussed. This is generally delivered via school talks to raise awareness of homelessness in general, and addresses universal delivery more than targeted delivery.

Only 12% of respondents develop and provide toolkits and/or resources for professionals. When we consider the how much early homelessness prevention through education is delivered within schools and the highlighted need by teaching professionals for resources, clearly this needs to be a priority for all of us working in this realm to ensure such resources are promoted and readily available.

We have identified from this survey that pre-tenancy training is being delivered by some organisations in Wales. For example, Charter Housing, who cover the south-east of Wales, provide pre-tenancy training to those on the housing register under-25. This training used to be accredited by Agored Cymru but *“this has unfortunately stopped due to funding but keen to re-establish accreditation.”*

This last comment by Charter Housing is reflected in the survey responses where less than **20%** of organisations provide accredited training to young people, and **10%** of those are referencing Shelter Cymru’s Housemate accreditation.

7 The need for recognised & accredited training & early homelessness prevention education.

78% of respondents expressed an interest in wishing to provide accredited training to young people on housing and homelessness. Providing recognised training and qualifications for young people around housing and homelessness is difficult, as referenced by one organisation who commented that *"...a lack of funding for both accreditation and staff training make it difficult for us to provide recognised qualifications to our young people."*

Another organisation said that *"funding for recognised training on leaving home education need to be mid to long term as it takes time to establish broad and consistent delivery."*

The most recognised accredited qualification available to young people in Wales is currently Shelter Cymru's Housemate, which is a Level 2 qualification (equivalent to a GCSE A-C), accredited by Agored Cymru. To overcome the barriers faced by some organisations in providing a formal qualifications to young people on housing matters, particularly the most vulnerable, providing one universal qualification e.g. Housemate through all Third Sector organisations would be the most feasible option to deliver a broad and consistent qualification to young people across Wales.

As highlighted by one organisation, practitioners would require the necessary training to enable them to deliver a universal accreditation to young people on housing matters. Through steering groups such as End Youth Homelessness Campaign and Shelter Cymru's lead role in our Education Advisory Group, together through collaboration we can overcome these barriers and address the need for recognised accredited training to give young people the best possible chance of success upon leaving home / care and transition to independent living.

8 What are the examples of collaborative working that exists in the delivery of early homelessness prevention through education?

Bridgend County Borough Council fund a project called 'Emphasis' which targets young people who are not in education, training or employment (NEET) from the age of 14+ to prevent homelessness occurring. They achieve this by working with young person mediators across the borough and its schools and non-mainstream education settings to provide homelessness awareness sessions, whilst also working with supported accommodation providers where a need is identified.

In north Wales, the 'Go It Alone' project works in partnership with Conwy / Denbighshire Local Authorities, Shelter Cymru, Agored Cymru, North Wales Housing, Social Services, schools, Coleg Llandrillo and alternative accreditation providers to deliver the Housemate accreditation to young people who are identified as at most risk of youth homelessness. Its success has seen over 100 young people being accredited with a Level 2 in a housing qualification, equipping them for the realities of independent living and ensuring they are better informed to make a successful transition to a positive pathway to adulthood.

9 Next steps

The summary of this short survey highlights four key priorities moving forward with early homelessness prevention through education in Wales:

1. We need to continue working with our partners to ensure that we all agree, and have capacity, to deliver a universally recognised accredited qualification to young people to ensure a broad and consistent delivery is maintained throughout Wales. To achieve this, youth work practitioners in particular require upskilling to be able to competently and consistently deliver the qualification. Seeking additional funding to support practitioner training for accredited delivery to young people is needed.
2. Delivery of education around homelessness prevention needs further co-ordination between partners and more readily delivered within Pupil Referral Units and Special Educational Needs departments. This short survey has highlighted a gap in provision for these vulnerable groups of young people, and we are confident that establishing this area as one of our priorities moving forward will greatly assist us in preventing youth homelessness in the future.
3. We need to continue our stakeholder engagement with the developments of the New Curriculum for Wales and address the need for core elements of housing and homelessness to form some part of core curriculum. To support this, developing materials that are promoted and readily available would provide teaching professionals with the required resources to deliver universal messaging through the PSE framework, collapsed timetables, assemblies and other enrichment opportunities. In doing, so, Third Sector organisations and Local Authorities can put more focus in the targeted delivery of early homelessness prevention education.
4. Linking with the Higher Education sector to better inform our future teachers who are undertaking their PGCE courses would link particularly well alongside the development of the New Curriculum for Wales. This is an area that has not been explored before, so this is the right opportunity to advance with this area of work.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 20

Ymateb gan: Shelter Cymru

Response from: Shelter Cymru

Mae Gwasanaeth Addysg Shelter Cymru yn rhanddeiliad rhestredig ar gyfer y Cwricwlwm newydd yng Nghymru, sy'n cynrychioli aelodau o'n Grŵp Cyngori Addysg Shelter Cymru. Mae gan ein Grŵp Cyngori Addysg, a sefydlwyd yn 2001, gynrychiolwyr o'r sectorau statudol, gwirfoddol a phreifat sydd â diddordeb mewn addysg gadael cartref.

Fel llais ar y cyd ar addysg gadael gartref, mae Gwasanaeth Addysg Shelter Cymru yn dymuno darparu tystiolaeth ysgrifenedig ar gynnydd Llywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru, gan ganolbwyntio ar y ddau faes canlynol:

1. Y camau sy'n cael eu cymryd i sicrhau bod y Cwricwlwm newydd yng Nghymru yn ategu blaenoriaethau eraill Llywodraeth Cymru.
2. Sut mae datblygiad y Cwricwlwm newydd yng Nghymru yn cyd-fynd â datblygiad dysgu proffesiynol cenedlaethol newydd i athrawon.

Mae gan Lywodraeth Cymru Ddeddf Tai (Cymru) 2014 a Deddf Rhentu Cartrefi (Cymru) 2016 a'r Fframwaith Llwybr Cadarnhaol Tuag at Fyd Oedolion, sydd oll yn amlygu tai fel blaenoriaeth i Lywodraeth Cymru. Mae ein gwasanaeth addysg wedi'i adeiladu i adlewyrchu'r rhain ac mae'r tîm Diwygio Cwricwlwm wedi cydnabod pwysigrwydd atal digartrefedd ac addysg byw yn eu cynnydd wrth ddatblygu'r Cwricwlwm newydd ar gyfer Cymru.

Mewn perthynas â phedwar diben y Cwricwlwm newydd i Gymru, mae'r tîm Diwygio Cwricwlwm wedi nodi bod dau o'r dibenion lle dylai dysgwyr ddatblygu fel 'unigolion iach, hyderus ...' a 'dinasyddion gwybodus moesegol ...' y mae'r ddau ohonynt yn briodol i gwaith Shelter Cymru. Gallai fod

cyfleoedd i ddysgwyr ystyried digartrefedd a phwysigrwydd annibyniaeth ariannol o fewn y maes hwn.

Mae Gwasanaeth Addysg Shelter Cymru yn hapus â'r gydnabyddiaeth hon oherwydd ein bod ni a'n haelodau grŵp cynghori addysg yn teimlo bod addysg gyffredinol i'r genhedlaeth nesaf o ran atal digartrefedd a byw'n annibynnol yn hanfodol er mwyn sicrhau trosglwyddo'n llwyddiannus i fod yn oedolion; ac mae'r Cwricwlwm newydd yng Nghymru yn gyfle unigryw i gyflawni hyn.

Mae ein harolwg ar 'Addysg Atal Digartrefedd Cynnar ledled Cymru' ym mis Hydref 2018 (crynodeb ynghlwm) yn darparu tystiolaeth sy'n amlygu pwysigrwydd ymgorffori atal digartrefedd ieuencid trwy addysg yn y cwricwlwm craidd, ac rydym yn argymhell bod hyn yn parhau i gael ei ystyried wrth ddatblygu y Cwricwlwm newydd i Gymru.

Un o'r camau allweddol a argymhellir gan ein harolwg yw bod angen inni barhau â'n hymgysylltiad â rhanddeiliaid â datblygiadau Cwricwlwm Newydd Cymru a mynd i'r afael â'r angen am elfennau craidd tai a digartrefedd i ffurfio rhan o'r cwricwlwm craidd. Er mwyn cefnogi hyn, byddai datblygu deunyddiau sy'n cael eu hyrwyddo ac ar gael yn rhwydd yn darparu'r adnoddau angenrheidiol i weithwyr proffesiynol addysgu i gyflwyno negeseuon cyffredinol drwy'r fframwaith ABCh, amserlenni cwmpo, gwasanaethau a chyfleoedd cyfoethogi eraill.

Mewn perthynas â sut mae datblygiad y Cwricwlwm newydd yng Nghymru yn cyd-fynd â datblygiad dysgu proffesiynol cenedlaethol newydd ar gyfer athrawon, gall gysylltu â'r sector Addysg Uwch i roi gwybod yn well i'n hathrawon yn y dyfodol sy'n ymgymryd â'u cyrsiau PGCE yn cysylltu'n arbennig o dda ochr yn ochr â'r datblygiad y Cwricwlwm Newydd i Gymru. Mae Prifysgol Bangor eisoes wedi mynegi diddordeb mewn ymchwilio i gynnwys gwaith Addysg Shelter Cymru yn eu Hastudiaethau Proffesiynol athrawon dan hyfforddiant fel rhan o'u hastudiaethau PGCE. Mae hwn yn faes nad yw wedi'i archwilio o'r blaen, felly dyma'r cyfle cywir i symud ymlaen.

Rydym yn gwerthfawrogi'r cyfle hwn yn fawr i fwydo i'ch ymgynghoriad â chynnydd Llywodraeth Cymru wrth ddatblygu'r Cwricwlwm newydd yng Nghymru ac am ystyried ein papur(au) fel tystiolaeth mewn ymateb i'ch ymgynghoriad.

Crynodeb o'r addysg atal digartrefedd cynnar ledled Cymru

Hydref 2018

1 Shelter Cymru Education Service: Our role in early homelessness prevention education.

1 Yn Shelter Cymru, credwn fod pob person ifanc yng Nghymru yn haeddu lle i fyw.

Mae Gwasanaeth Addysg Shelter Cymru yn cael ei chyllido gan Gymru gyfan gan Lywodraeth Cymru i ddarparu gwasanaeth atal digartrefedd cynnar trwy Addysg i liniaru digartrefedd ieuenctid ledled Cymru.

Yn 2018, arweiniodd Shelter Cymru Education, mewn cydweithrediad â'i aelodau Grŵp Cynghori Addysg sy'n cynrychioli'r sectorau statudol, gwirfoddol a phreifat ledled Cymru, ymarfer mapio i barhau i nodi atal digartrefedd cynnar trwy ymyriadau addysg sydd ar hyn o bryd ar draws Cymru.

Mae canfyddiadau'r dadansoddiad byr hwn wedi ein helpu i dynnu sylw at arfer gorau a nodi bylchau; bylchau sy'n tybio cyfle i gydweithio ymhellach ac ehangu gwasanaeth addysg er mwyn cyflawni profiad gadael cartref yn llwyddiannus i bob person ifanc ledled Cymru.

2 Mapio addysg atal digartrefedd

Cynhaliwyd yr ymarfer mapio ar-lein trwy Arolwg Monkey, a chafodd ei gadw'n fyr ond yn berthnasol gan geisio nodi'r canlynol:

1. Pa ymyriadau addysg sy'n cael eu darparu ledled Cymru i liniaru digartrefedd ieuenctid
2. Ble a sut y caiff ymyriadau o'r fath eu darparu
3. Pwy sefydliadau oedd yn gweithio gydag, os o gwbl, i gyflawni eu hymyriadau.
4. Yr angen am hyfforddiant achrededig ar gyfer y ddau sefydliad a'r bobl ifanc hynny y maent yn eu gwasanaethu.

Wrth fynd i'r afael â'r cwestiynau uchod, gallwn greu darlun cyffredinol o atal digartrefedd ieuenctid presennol drwy addysg ledled Cymru. Yn arwyddocaol, rydym hefyd yn gallu nodi a

rhoi tystiolaeth ar fylchau yn y broses o ddarparu atal digartrefedd ieuencid ar hyn o bryd trwy addysg ledled Cymru.

Cwmpas Arolwg

Rhannwyd yr arolwg yng nghyfarfod y Grŵp Cynghori Addysg ym mis Mehefin 2018 i aelodau gylchredeg trwy eu rhwydweithiau ac annog eu cwblhau. Dosbarthwyd yr arolwg hefyd trwy leoliadau addysgol a thrwy lwyfannau Cyfryngau Cymdeithasol Shelter Cymru. Fel aelod o grŵp llywio anhepgor yr Ymgyrch Ddigartrefedd Diwedd Ieuencid, mae'r arolwg hefyd wedi'i ddsbarthu drwy'r rhwydwaith hwn.

Ymatebion

Yn gyfan gwbl, dychwelodd yr arolwg 50 o ymatebion a gwblhawyd yn cynrychioli sefydliadau o'r Sectorau Gwirfoddol, Trydydd, Statudol a Phreifat.

Gosod	Nifer
Awdurdodau Lleol	15
Sector Gwirfoddol/Trydydd	9
Ysgolion Gynradd	8
Uwchradd / AdB	8
Addysg Uwch	1
Cymuned / Gofal	3
NHS	1
Preifat	1
Arall	4

3 Ble mae addysg atal digartrefedd cynnar wedi'i gyflwyno yng Nghymru?

Dychwelodd yr arolwg ymatebion gan sefydliadau ar draws Cymru gyfan, gan gynnwys 15 awdurdod lleol. Hyd yn oed o'r arolwg byr hwn o ymatebion, gallwn dystiolaeth gyda rhywfaint o hyder bod yna ryw fath o addysg i atal digartrefedd ymhlith pobl ifanc ym mhob Awdurdod Lleol yng Nghymru.

Efallai nad yw'n syndod bod y rhanbarth canolbarth yng Ngheredigion a Phowys yn tynnu sylw at yr angen am well ymwybyddiaeth o atal digartrefedd cynnar trwy addysg. Fel y dywedodd Cyngor Bwrdeistref Sirol Ceredigion y gellid datblygu "Sioe Deithiol" A mewn partneriaeth ag Addysg, Gwasanaethau Cymdeithasol, Tai a'r Trydydd Sector i gyrraedd ledled Cymru.

4 Pwy sy'n darparu addysg atal digartrefedd cynnar yng Nghymru?

Fel y nodwyd yn ymatebion yr arolwg, mae atal sefydliadau digartrefedd yn cael eu darparu mewn gwahanol ffurfiau gan wahanol sefydliadau ar draws sectorau.

Mae Shelter Cymru, y mae ei wasanaeth addysg yn cael ei ariannu gan Lywodraeth Cymru, yn datblygu ac yn darparu gwybodaeth gyffredinol a thargededig o ran tai a digartrefedd ar draws gwahanol leoliadau yng Nghymru, yn rhagweithiol ac ar gais, yn dibynnu ar allu.

Mae Llamau yn darparu addysg wedi'i dargedu'n fwy i gefnogi'r rhai sydd fwyaf agored i niwed ac maent wedi dangos tystiolaeth o gyflawniad o ganlyniadau cadarnhaol i bobl ifanc. Fodd bynnag, mae eu hystemyn allan cymunedol ar gyfer cornel de-ddwyrain Cymru.

Er i'r arolwg hwn ddychwelyd ymatebion gan gyfanswm o 17 o sefydliadau ysgol / AB, mae'n amlwg eu bod yn dibynnu'n drwm ar y sector Trydydd / Gwirfoddol i ddarparu'r math yma o addysg. Er enghraifft, dywedodd Ysgol Uwchradd Rhuthun a Dinbych eu bod yn dibynnu ar brosiect o'r enw "Mynd yn Unigol" sy'n darparu gwybodaeth, cyngor, ymwybyddiaeth a hyfforddiant achrededig i'w dysgwyr.

Dyma rai o'r sefydliadau Trydydd Sector sy'n darparu atal digartrefedd cynnar trwy addysg:

- Shelter Cymru (traws-Cymru)
- CWVYS (traws-Cymru)
- Llamau (dwyrain-de Cymru))
- GISDA (gogledd Cymru)
- Digartref (gogledd Cymru)
- Going-it-Alone (gogledd Cymru)
- Hafan Cymru (gogledd Cymru)
- Solas Cymru (de Cymru)

Er nad yw CWVYS yn darparu ataliad digartrefedd cynnar trwy wasanaethau addysg yn uniongyrchol, maent yn cynrychioli llawer o'r sefydliadau Trydydd Sector a amlygir yn y crynodeb hwn ac yn hyrwyddo gwasanaethau pob un i ymarferwyr gwaith ieuenctid ledled Cymru.

Yn ddiddorol, fe wnaethom ni ddychwelyd arolwg o Brifysgol Bangor a fynegodd eu diddordeb yn dilyn trafodaethau cynnar gyda Shelter Cymru ynghylch y posibilrwydd o gyflwyno gweithdai cynnar addysg atal digartrefedd i'w hathrawon dan hyfforddiant fel rhan Swansea YMCA (south Wales)

5 Ym mha leoliadau yw atal digartrefedd cynnar trwy addysg a ddarperir yng Nghymru?

Dywedodd bron i **60%** o ymatebwyr yr arolwg eu bod yn darparu ar draws ysgolion uwchradd a lleoliadau Addysg Bellach. Fodd bynnag, fel y crybwyllwyd yn flaenorol, mae'r ddarpariaeth hon yn dibynnu i raddau helaeth ar sefydliadau'r Trydydd Sector. Er mwyn mynd i'r afael â hyn yn y dyfodol, fel y dywedodd un athro uwchradd "*Gellir gwella addysg ddigartrefedd ieuenctid yng Nghymru os caiff ei addysgu mewn ysgolion cyn i bobl ifanc adael addysg, yn enwedig trwy dargedu'r rhai sydd fwyaf agored i niwed.*"

Er mwyn cyflawni hyn, wrth gwrs, byddai angen i addysg o'r fath fod yn rhan o'r cwricwlwm craidd wrth i athro uwchradd arall ddweud "... mae angen addysg mor bwysig â chysylltiad â datblygiad cwricwlwm newydd." Mae'r sylw hwn mewn perthynas â'r Cwricwlwm Newydd i Gymru, y mae Shelter Mae Cymru'n rhanddeiliad, a bydd yn parhau i weithio i ddangos yr angen am addysg tai i ffurfio rhan o'r datblygiad.

Roedd **22%** o'r ymatebwyr yn cynrychioli athrawon ysgolion cynradd, sy'n ddiddorol oherwydd bod tystiolaeth yn awgrymu bod addysg o'r fath ychydig yn bell rhwng y rhan hon o'r cwricwlwm, ond mae athrawon o'r arolwg hwn yn teimlo ei fod yn bwysig yn atal digartrefedd yn y dyfodol fod plant yng Nghyfnodau Allweddol 1 & 2 yn cael eu haddysgu am dai a digartrefedd. Fel y dywedodd un athro "... mae angen darparu mwy o sesiynau mewn ysgolion gan wasanaethau rheng flaen i fynd i'r afael â'r mythau sy'n ymwneud â digartrefedd." Mae hwn yn sylw teg ond nid oes gan wasanaethau rheng flaen y Trydydd Sector y gallu i ddarparu addysg o'r fath ar draws yr holl ysgolion cynradd.

Er mwyn mynd i'r afael â'r uchod, dywedodd athro cynradd arall yn yr arolwg y byddai "... cyflwyniad cynulliad i ysgolion i'w ddefnyddio yn ddefnyddiol iawn." Cyn cylchredeg yr arolwg, mae Shelter Cymru wedi datblygu cyflwyniad cyffredinol 'myth-busting' y gall fod yn a ddefnyddir gan gynradd yn symyd ymlaen.

O'n harolwg, mae'n amlwg bod angen darparu mwy o addysg atal digartrefedd cynnar ar draws yr Unedau Cyfeirio Disgyblion, gyda dim ond **14%** o ymatebwyr sy'n darparu addysg o'r fath yn y lleoliad hwn.

6 Pa addysg atal digartrefedd gynnar sy'n cael ei ddarparu ledled Cymru?

Mae dros **50%** o'r holl sefydliadau'n darparu sesiynau gwybodaeth a chynghor ar draws y lleoliadau uchod a drafodwyd yn flaenorol. Yn gyffredinol, caiff hyn ei gyflwyno trwy drafodaethau ysgol i godi ymwybyddiaeth o ddigartrefedd yn gyffredinol, ac mae'n mynd i'r afael â chyflwyno'n gyffredinol yn fwy na darpariaeth wedi'i dargedu.

Dim ond **12%** o ymatebwyr sy'n datblygu ac yn darparu pecynnau offer ac / neu adnoddau ar gyfer gweithwyr proffesiynol. Pan fyddwn yn ystyried faint o atal digartrefedd cynnar trwy addysg yn cael ei ddarparu o fewn ysgolion a'r angen a amlygwyd gan weithwyr proffesiynol proffesiynol ar gyfer adnoddau, mae'n amlwg bod angen i hyn fod yn flaenoriaeth i bawb ohonom sy'n gweithio yn y maes hwn er mwyn sicrhau bod adnoddau o'r fath yn cael eu hyrwyddo a'u bod ar gael yn rhwydd.

Rydym wedi nodi o'r arolwg hwn bod rhai sefydliadau yng Nghymru yn darparu hyfforddiant cyn-denantiaeth. Er enghraifft, mae Charter Housing, sy'n cwmpasu de-ddwyrain Cymru, yn darparu hyfforddiant cyn-denantiaeth i'r rhai sydd ar y gofrestr dai o dan 25. Roedd yr hyfforddiant hwn yn cael ei achredu gan Agored Cymru ond "*mae hyn yn anffodus yn cael ei atal oherwydd cyllid ond yn awyddus i ailsefydlu achrediad.*"

Adlewyrchir y sylw olaf hwn gan Charter Housing yn ymatebion yr arolwg lle mae llai nag **20%** o sefydliadau'n darparu hyfforddiant achrededig i bobl ifanc, ac mae **10%** o'r rheini'n cyfeirio at achrediad Cyfadran Tai Shelter Cymru.

7 Yr angen am hyfforddiant cydnabyddedig ac achrededig ac addysg atal digartrefedd cynnar.

Mynegodd **78%** o ymatebwyr ddiddordeb mewn dymuno darparu hyfforddiant achrededig i bobl ifanc ar dai a digartrefedd. Mae darparu hyfforddiant a chymwysterau cydnabyddedig ar gyfer pobl ifanc o amgylch tai a digartrefedd yn anodd, fel y cyfeiriwyd ato gan un

sefydliad a ddywedodd fod "... diffyg cyllid ar gyfer achrediad a hyfforddiant staff yn ei gwneud yn anodd inni ddarparu cymwysterau cydnabyddedig i'n pobl ifanc."

Dywedodd sefydliad arall y dylai "cyllid ar gyfer hyfforddiant cydnabyddedig ar adael addysg gartref fod yn ganolog i'r tymor hir gan ei fod yn cymryd amser i sefydlu darpariaeth eang a chyson."

Y cymhwyster achrededig mwyaf cydnabyddedig sydd ar gael i bobl ifanc yng Nghymru yw Cymhorthdal Tŷ Shelter Cymru, sef cymhwyster Lefel 2 (sy'n gyfwerth â TGAU A-C), wedi'i achredu gan Agored Cymru. I oresgyn y rhwystrau a wynebwr gan rai sefydliadau wrth ddarparu cymwysterau ffurfiol i bobl ifanc ar faterion tai, yn enwedig y rhai mwyaf agored i niwed, gan ddarparu un cymhwyster cyffredinol e.e. Cymhorthdal tai trwy holl sefydliadau'r Trydydd Sector fyddai'r opsiwn mwyaf ymarferol i gyflwyno cymhwyster eang a chyson i bobl ifanc ledled Cymru.

Fel yr amlygwyd gan un sefydliad, byddai ymarferwyr yn gofyn am yr hyfforddiant angenrheidiol i'w galluogi i gyflawni achrediad cyffredinol i bobl ifanc ar faterion tai. Drwy grwpiau llywio fel Ymgyrch Digartrefedd Diwedd y Ifanc a rôl arweiniol Shelter Cymru yn ein Grwp Cyngori Addysg, gyda'n gilydd trwy gydweithio, gallwn ni oresgyn y rhwystrau hyn a mynd i'r afael â'r angen am hyfforddiant achrededig cydnabyddedig i roi'r cyfle gorau posib i bobl ifanc lwyddo wrth adael cartref / gofal a thrawsnewid i fyw'n annibynnol.

8 Beth yw'r enghreifftiau o gydweithio sy'n bodoli wrth ddarparu atal digartrefedd cynnar trwy addysg?

Mae Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr yn ariannu prosiect o'r enw 'Pwyslais' sy'n targedu pobl ifanc nad ydynt mewn addysg, hyfforddiant na chyflogaeth (NEET) o 14+ oed i atal digartrefedd. Maent yn cyflawni hyn trwy weithio gyda chyfryngwyr pobl ifanc ar draws y fwrdeistref a'i ysgolion a lleoliadau addysg nad ydynt yn brif ffrwd i ddarparu sesiynau ymwybyddiaeth digartrefedd, tra hefyd yn gweithio gyda darparwyr llety â chymorth lle nodir angen.

Yng ngogledd Cymru, mae'r prosiect 'Ei Fyw yn Unig' yn gweithio mewn partneriaeth ag Awdurdodau Lleol Conwy / Sir Ddinbych, Shelter Cymru, Agored Cymru, Tai Gogledd Cymru, Gwasanaethau Cymdeithasol, ysgolion, Coleg Llandrillo a darparwyr achredu amgen i ddarparu achrediad Cyfadran Tai i bobl ifanc sydd wedi'u nodi fel y mae mwyaf o risg o ddigartrefedd ieuencid. Mae ei llwyddiant wedi gweld dros 100 o bobl ifanc yn cael eu hachredu gyda Lefel 2 mewn cymhwyster tai, gan eu rhoi ar gyfer realiti byw'n annibynnol a sicrhau eu bod yn cael eu hysbysu'n well i drosglwyddo'n llwyddiannus i lwybr cadarnhaol i oedolaeth.

9 Camau nesa

Mae'r crynodeb o'r arolwg byr hwn yn tynnu sylw at bedair blaenoriaeth allweddol sy'n symud ymlaen ag atal digartrefedd cynnar trwy addysg yng Nghymru:

1. Mae angen inni barhau i weithio gyda'n partneriaid i sicrhau ein bod i gyd yn cytuno, ac yn meddu ar alluedd, i ddarparu cymhwyster achrededig cydnabyddedig yn

gyffredinol i bobl ifanc i sicrhau bod darpariaeth eang a chyson yn cael ei chynnal ledled Cymru. Er mwyn cyflawni hyn, mae ymarferwyr gwaith ieuenctid yn arbennig yn gofyn am uwch sgiliau i allu cyflawni'r cymhwyster yn gymwys ac yn gyson. Mae angen cael cyllid ychwanegol i gefnogi hyfforddiant ymarferwyr ar gyfer cyflwyno pobl ifanc atodol.

2. Mae angen sicrhau cydlyniad pellach rhwng partneriaid a chyflwyno addysg o gwmpas atal digartrefedd ac y gellir eu darparu'n hwylus o fewn yr Unedau Cyfeirio Disgyblion ac adrannau Anghenion Addysgol Arbennig. Mae'r arolwg byr hwn wedi amlygu bwlch yn y ddarpariaeth ar gyfer y grwpiau hyn o bobl ifanc sy'n agored i niwed, ac yr ydym yn hyderus y bydd sefydlu'r ardal hon yn un o'n blaenoriaethau sy'n symud ymlaen yn gymorth mawr i ni atal digartrefedd ieuenctid yn y dyfodol.
3. Mae angen inni barhau â'n hymgysylltiad â rhanddeiliaid â datblygiadau Cwricwlwm Newydd Cymru a mynd i'r afael â'r angen am elfennau craidd tai a digartrefedd i ffurfio rhan o'r cwricwlwm craidd. Er mwyn cefnogi hyn, byddai datblygu deunyddiau sy'n cael eu hyrwyddo ac ar gael yn rhwydd yn darparu'r adnoddau angenrheidiol i weithwyr proffesiynol addysgu i gyflwyno negeseuon cyffredinol drwy'r fframwaith ABCh, amserlenni cwmpo, gwasanaethau a chyfleoedd cyfoethogi eraill. Wrth wneud hynny, gall sefydliadau'r Trydydd Sector ac Awdurdodau Lleol roi mwy o ffocws yn y ddarpariaeth dargedu addysg atal digartrefedd gynnar.
4. Cysylltu â'r sector Addysg Uwch i roi gwybodaeth well i'n hathrawon yn y dyfodol sy'n ymgymryd â'u cyrsiau TAR yn cysylltu'n arbennig o dda ochr yn ochr â datblygiad y Cwricwlwm Newydd i Gymru. Mae hwn yn faes nad yw wedi'i archwilio o'r blaen, felly dyma'r cyfle cywir i symud ymlaen gyda'r maes gwaith

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CR 21

Ymateb gan: Stonewall Cymru
Response from: Stonewall Cymru

Background

Stonewall Cymru is Wales's leading lesbian, gay, bi and trans (LGBT) equality charity. We were founded in 2003, and we work with businesses, public bodies, schools, the Welsh Government, the National Assembly for Wales and a wide range of partners in communities across Wales to work towards our vision of a world where lesbian, gay, bi and trans people are accepted without exception.

Background - Relationships and Sexuality Education in the new curriculum

1. Stonewall Cymru was part of the Sex and Relationships Education Expert Panel, which was formed by the Welsh Government to inform the future of how sex and relationships education would be taught in Wales.
2. The recommendations of the group's report on [The future of Sex and Relationships Education Curriculum in Wales](#) were all accepted in principle by the Cabinet Secretary for Education in May this year. It was announced that Relationships and Sexuality Education would be a statutory part of the new curriculum to come into force in 2022.
3. There are two vital changes in approach in the new Relationships and Sexuality Education (RSE) provisions. Firstly, schools will be required to teach about issues a broader range of issues relating to relationships and sexuality than the narrow, biological approach which many schools continue to use, covering issues such as consent, abuse, and healthy relationships. Secondly, teaching across all issues will have to be inclusive of learners who are lesbian, gay, bi, trans, queer and intersex (LGBTQI).

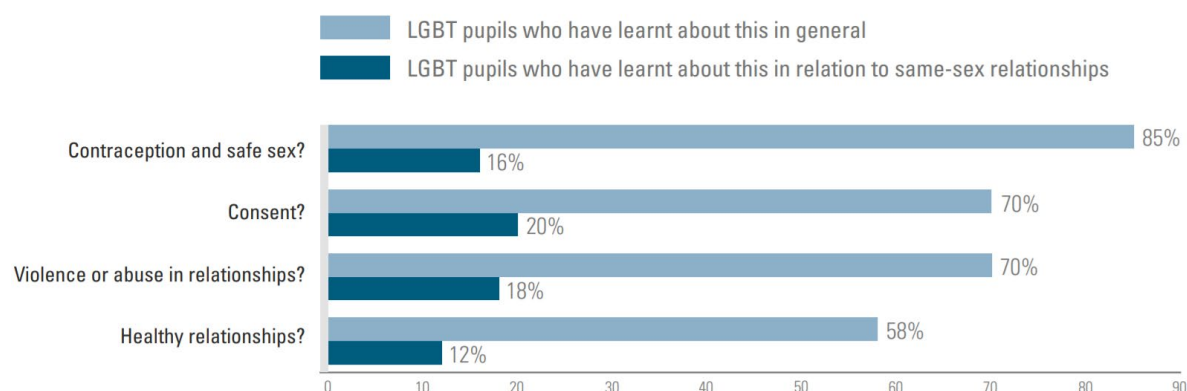
"School has only ever taught me sex ed for straight people. I had to learn about same-sex relationships by asking people and looking on the Internet. Given that school didn't teach me about same-sex relationships when I was young and questioning, I found it alienating and felt even less like I could come out."

Rachel, 18, FE college, *School Report Cymru* (2017)

Preparedness of schools and teachers to deliver LGBT-inclusive RSE

4. Our research shows that most schools in Wales do not teach RSE in a way that is relevant to and inclusive of LGBT students. While there are some examples of exemplary practice in Wales, on the whole teachers and school staff lack confidence in addressing LGBT issues in a school context.
5. Our [School Report Cymru \(2017\)](#) covers the findings of a survey of 267 LGBT young people from across Wales. Over a decade after the repeal of

HAVE YOU LEARNT ABOUT...



Section 28, it found that three in five LGBT pupils in Welsh schools are never taught anything about LGBT issues. While most LGBT young people had received some form of school teaching about healthy relationships and safe sex, very few have learned about these issues in the context of same-sex relationships, as shown in the following graph.

School Report Cymru (2017), p.16

6. Bi and trans pupils were especially unlikely to see issues affecting them covered in teaching, with more than four in five saying they have never learned about or discussed bisexuality at school, and 87 per cent saying that they have never been taught about or discussed gender identity and what 'trans' means. Only six per cent of LGBT pupils in Wales have learnt about where to go for help and advice about being trans.
7. More generally, despite examples of exemplary practice in some schools, teachers lack confidence in teaching about LGBT topics in the classroom. Teachers are unlikely to have received any training that covers LGBT inclusion in the curriculum, tackling homophobic, biphobic and transphobic language and bullying or supporting LGBT students, and these issues are not typically covered in Initial Teacher Education.

"I have never heard a teacher challenge [anti-LGBT] behaviour. For example I was having a discussion with a boy who was using transphobic language while a teacher was listening who didn't respond at all."

Anna, 13, faith secondary school, School Report Cymru (2017)

8. This leads to enduring myths about whether it's even appropriate for teachers to discuss LGBT issues in the classroom. Our survey of teachers ([Teachers Report](#), 2015) found that almost two in five of secondary school staff in Wales surveyed say they do not know if their school allows them to address lesbian, gay and bi issues.
9. In primary schools, more than a third of staff say their school does not allow them to teach about lesbian, gay and bi issues and almost half do not know if they are allowed. This is despite the fact that primary schools can and should provide inclusive education that celebrates difference, benefitting all pupils. For example, when learning about relationships, pupils could learn about the different types of families that exist in society, including families with two mums or two dads.
10. This is connected with the low level of professional training among teachers about the delivery of sex and relationships education more generally. Estyn's [review of healthy relationships education](#) (2017) found that out of schools surveyed, only 'a few... have effective arrangements to ensure that all staff who deliver healthy relationships education are knowledgeable and confident with the subject content'.¹
11. The context of professional learning around sex and relationships education in Wales and the issues which need to be overcome to realise the ambition behind the plans for Relationships and Sexuality Education are covered in depth in the report accompanying the recommendations of the SRE Expert group, on [Informing the Future of the Sex and Relationships Education Curriculum in Wales](#).²
12. Given the current context, there need to be wide-reaching efforts to make sure teachers are equipped with the professional learning and resources to meet the requirements of the new curriculum around LGBT inclusion with authority and confidence, and to empower schools to deliver inclusive RSE before the start of the new curriculum.

Progress on professional learning and resource provision

13. At the time of the RSE announcement, the Cabinet Secretary for Education announced £200,000 for education consortia to 'begin the process of identifying professional learning needs' in the subject. Welsh Women's Aid were awarded £50,000 to develop resources and training for schools.³ We welcomed the Cabinet Secretary's recognition of the importance of improved professional learning for teachers on RSE especially on questions of LGBT inclusion.
14. Since then we have been invited by Welsh Women's Aid to work with them on the lesson plans they have created for teachers, and have

¹ Estyn. (2015). *A review of healthy relationships education*, 19

² Renold, E. and McGeeney, E. (2017). *Informing the Future Sex and Relationships Education Curriculum in Wales*. Cardiff University, 93-117

³ <https://gov.wales/newsroom/educationandskills/2018/kirsty-williams-announces-focus-on-healthy-relationships-in-major-reforms-to-relationships-and-sexuality-education/>

- provided feedback and input to ensure LGBT young people see themselves and their issues reflected in teaching.
15. More recently, the Cabinet Secretary announced £24 million as part of the new National Approach to Professional Learning, with the first year of funding allocated to the education consortia.
 16. We are not aware of the details of how this funding will be spent across the curriculum. However, to prepare schools for the RSE component of the new curriculum, it is crucial that the recommendations around professional learning (*recommendations 6-10*) contained in [The future of Sex and Relationships Education Curriculum in Wales](#) report are acted upon from the beginning of this work, including the establishment of an RSE professional development pathway and the identification and training of an RSE lead in every school and local authority.
 17. Furthermore, work to prepare schools for RSE should recognise the need to adopt a whole-school approach to LGBT inclusion and address topics relating to relationships, sexuality, and the experiences of LGBT people across all Areas of Learning Experience. Stonewall's guide to [Creating an LGBT-Inclusive Curriculum](#) contains practical ideas on how this can be done in different subject areas.
 18. Crucially, any future work by education consortia and local authorities on professional learning and resource provision needs to be informed by the lived experience and expertise of LGBT young people themselves, and should seek out collaboration with organisations with expertise on LGBT issues.
 19. This is especially important in ensuring that the breadth of LGBT experiences are reflected in RSE teaching and across the curriculum, such as those specific to bi and trans young people, and the experiences of LGBT young people with other marginalised identities.
 20. Relatedly, Stonewall Cymru does not currently include intersex issues within our campaigning remit. The Welsh Government and other organisations working on the development of the RSE curriculum, training and education should specifically ensure they engage with organisations with expertise on intersex issues to ensure that efforts to make the new curriculum inclusive of LGBTQI+ learners don't leave intersex children and young people out.

Reports cited and further reading

[The Future of the Sex and Relationships Education Curriculum in Wales: Recommendations of the Sex and Relationships Education Expert Panel](#) (Welsh Government, 2017)

[Informing the Future Sex and Relationships Education Curriculum in Wales](#) E Renold and E McGeeney (Cardiff University, 2017)

[School Report Cymru](#) (Stonewall Cymru, 2017)

[The Teachers' Report](#) (Stonewall Cymru, 2015)

[A review of healthy relationships education](#) (Estyn, 2017)

[Creating an LGBT-Inclusive Curriculum: A Guide for Secondary Schools](#) (Stonewall, 2017)

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CR 22

**Ymateb gan: Llenyddiaeth Cymru
Response from: Literature Wales**

I am writing in response to the following points of reference:

- The involvement of academic and other external expertise in informing curriculum design
- How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs

Literature Wales has been involved in the development of the new curriculum throughout 2017 and 2018 via the Languages, Literacy and Communication (LLC) AoLE. In 2017, we worked with educationalist Jude Brigley on a thought paper commissioned by the LLC AoLE Working Group.

Entitled *Love the Words: A discussion of how Literature can inspire successful Welsh futures*, it argues that whilst literature contributes to literacy, language development and communication, it is also an expressive subject. The power of creative reading and writing to expand the mind, challenge the status quo and develop critical thinking skills cannot be underestimated. For this reason, it is unfortunate that literature lies only with the Languages, Literacy and Communication AoLE and not also with the Expressive Arts AoLE.

The paper also advocates for the capability of literature to improve well-being, supported by the results of numerous recent clinical trials including: decreased depressive symptoms; enhanced performance in understanding of others; higher levels of self-awareness, sense of identity and self-worth; reduced loneliness; and stronger insights into mature relationships. We have provided online links to this research at the end of this letter. These well-being outcomes all contribute to the achieving the seven goals of the Well-being of Future Generations Act (2015), and cumulatively improve the life chances of our young people.

During 2018, we have also provided comments on each new iteration of the LLC AoLE 'What Matters?' documents including progression statements, steps, narratives and reference points, as well as achievement outcomes. Our feedback has focused on empathy, critical reading and analytical thinking as key outputs of engaging with literature, and the importance of oracy alongside writing and reading. We also maintain that spoken word and other 'non-traditional' genres such as graphic novels should be treated as equally valid as fiction, poetry, drama etc. Critical analysis of these newer literary forms in the classroom is crucial to encouraging reading for pleasure amongst the broadest possible range of students.

Our position, and the basis of Literature Wales' involvement in this process is clear – literature is too important to be side-lined as a means to achieving linguistic competency. It is central to our understanding of ourselves, our culture and our world and should be compulsory for all young people up to the end of Key Stage 4.

I would be delighted to discuss our work further if required and look forward to hearing the conclusions of the session in due course.

Recent clinical trials on the various well-being outcomes of literature, as referenced above:

- Decreased **depressive** symptoms
- Increased ability to **empathise**
- Enhanced performance in the **understanding** of others
- Higher levels of **self-awareness, sense of identity** and **self-worth**
- Stronger insights into **mature relationships, personal values, cultural identity, physical safety and security** and an **understanding of the physical world**
- Reduced **loneliness**

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CR 23

Ymateb gan: Cymdeithas Arweinwyr Ysgolion a Cholegau Response from: Association of School and College Leaders

1. The Association of School and College Leaders (ASCL) represents 19,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK.
ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales.
2. ASCL has been a strong supporter of the proposed changes to the direction of travel for Welsh education first outlined in Professor Donaldson's "Successful Futures" report of 2015. Since that time, many schools led by ASCL members have enthusiastically participated in the preparations for a new curriculum, as Pioneer Schools, and have engaged with government officials and the consortia to help make it happen.
3. It is clear from feedback from our members that there is still a gap in preparedness between the Pioneer Schools and some others who are not. This position is highly variable across Wales and depends to a significant extent upon the willingness of both the middle tier to lead and manage these significant changes, the willingness of both the Pioneer Schools to share their experiences, and also the non-Pioneer schools to engage with what is going on. In the best cases this sharing of new ideas is happening well, in some others, non-Pioneer schools may feel they are left waiting and area as a result uninformed. In some schools, where hard-pressed leaders are struggling to absorb the range of changes in a system of narrow accountability that has impacted upon processing reforms there is still a long way to go.
4. Many Pioneer schools have made significant progress in designing a range of innovative curriculum elements. They have received some financial support, have been encouraged both by government officials and also, in some cases, by the positive approach of ESTYN to develop their ideas. Whilst there have been opportunities for sharing the work they have done, it has for some been at times a somewhat isolated experience where they felt that they have been developing ideas "on their own". Formal opportunities for working with other Pioneer Schools at conferences and

as part of working groups have been welcomed and have been viewed as positive.

5. The “What Matters” statements have generally been regarded as a very useful tool for focusing discussions, developing a framework and pulling together the ideas developed in different schools. They have provided a means to ensure that the range of approaches can have common threads joining them together and demonstrate how different approaches can support the same end.
6. This methodology is radically different from the old “national curriculum” and is something that we have identified as an area that not all schools have yet fully understood. Members would welcome further exemplification of the “What matters” statement as we move towards implementation of the new curriculum.
7. The principle of defining achievement outcomes at progression steps is broadly understood and accepted. Whilst those involved in Working Groups and as Pioneer Schools may have a more detailed grasp of the way this is likely to work, there are a number of schools outside of these, for whom this is not so clear.
8. We are concerned that all funds for Professional Learning are held by the Regional Consortia and subsequently allocated to schools. We are not convinced that in all cases these funds are allocated in an equitable manner to all schools. It is our view that school leaders are the people who are best placed to decide how these sums are spent, and the money should be passed on a pro-rata basis immediately they are received by the consortia.
9. We were pleased to learn of the significant additional investment announced by the Welsh Government in professional learning for teachers to help with preparations for the new Curriculum for Wales. This, however, on its own is not enough, as schools are expected to fund ITE reform preparation and adopt a whole new approach to PTLs with some funding only available via the middle tier. Funding needs to reflect the needs for and of the whole system reform and not just one part of it. It must be remembered that this additionality will only have an impact if core budgets are not eroded, otherwise there is a real danger it will be swallowed up in staffing costs. The announcement from ESTYN of their willingness to suspend inspections at some point during the “lead-in” phase is also a positive step to enabling schools to prepare. Members would welcome some clarity on this measure, particularly a potential timescale and how Estyn will support the roll out of the new curriculum.
10. With regard to communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools), there have been regular updates via

Dysg and the Curriculum for Wales blog. However, there is a definite feeling amongst a number of schools that they need more specifics, and whilst we appreciate that there is considerable work going on behind the scenes, there is a perception that schools have been left waiting for detail since the start of the academic year.

11. We are aware that a range of schools are involved in testing and piloting some of the themes and concepts that are emerging from the developmental work that has been going on. This work is being led by the consortia and we are concerned that have had little or no indication at a national level about progress nor the numbers and types of schools involved. It would be useful for the experiences and conclusions of this work to be communicated to all schools as soon as is practicable. This would assist all schools in helping all teachers to be prepared for the introduction of the new curriculum.
12. We are unclear about what, if any, level of involvement there has been of Higher Education Institutions in the development of the new curriculum. Our HEIs have the task of training the next generation of teachers and we feel it critical that they have a good level of understanding and support for the reform process.
13. With regard to progress in developing new assessment arrangements, our members are particularly concerned regarding the assessment arrangements for the end of Key Stage Four. It is already extremely late in the current accountability cycle, and schools do not appear to have anywhere near enough information. Whilst this may not be part of the “new curriculum” it sets the tone for future developments and is extremely worrying if this is to become the pattern. If the new curriculum is to succeed it is critical that there is absolute clarity regarding the format of these assessments to support our continued ambition for the highest levels of achievement in Wales.

Conclusion

13. As leaders of educational professionals, we are committed to doing everything we can to further the development of the new curriculum as part of the National Mission. We are, however, concerned that there may be a significant gap between the desire of schools to implement the new curriculum and their ability to deliver at a time when the level of funding for schools is causing significant issues and diverting their attention from the central focus of learning and teaching. It is clear to us that there will need to be a significant additional investment in overall funding if the aspiration to implement a world class new curriculum is to be achieved
14. I hope that this is of value to your inquiry. ASCL Cymru would be happy to contribute to further discussions.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 24

Ymateb gan: Y Comisiwn Cydraddoldeb a Hawliau Dynol
Response from: Equality and Human Rights Commission

1.1 About the EHRC:

The Equality and Human Rights Commission (EHRC) is a statutory body established under the Equality Act 2010. It operates independently to encourage equality and diversity, eliminate unlawful discrimination, and protect and promote human rights. The Commission enforces equality legislation on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It encourages compliance with the Human Rights Act 1998 and is accredited at the UN level as an 'A status' National Human Rights Institution in recognition of its independence, powers and performance.

The Commission in Wales ensures that the EHRC's policy-making in Great Britain reflects the needs of Wales and delivers our programme of work in Wales.

1.2 Scope of our response

We would like to take this opportunity to provide information on why we believe that Human Rights education (HRE) should be fully integrated into the new curriculum in Wales.

1.3 Our role & duties

The Commission has duties under international and domestic human rights instruments to take on a key role in promoting human rights education.

We have duties under the Equality Act 2006 to:

- promote understanding of the importance of human rights.
- promote awareness, understanding and protection of human rights.

Furthermore, as a National Human Rights Institution (NHRI), the Commission has a responsibility under the Paris Principles to:

- Assist in the formulation of programmes for the teaching of human rights and to take part in their execution in schools.

- Publicise human rights and efforts to combat all forms of discrimination, in particular racial discrimination, by increasing public awareness, especially through information and education

The Commission believes that in order to advance conditions for a more equal and rights-respecting Wales, that ways to tackle prejudice are better understood and good relations are promoted, particularly through the education system.

1.4 The issue

There are a number of barriers to the fulfilment of children's rights in the UK, as highlighted in the Commission's submission to the United Nations Committee on the Rights of the Child (UN CRC) in April 2016. Gaps in educational attainment for pupils with some protected characteristics; identity-based and sexualised bullying, abuse and harassment; and mental ill-health are all areas of particular concern for the Commission. Enhanced HRE – both within the curriculum and the whole-school environment – can encourage children to identify and report abuse, challenge discrimination and prejudice, and make better-informed decisions about their lives. Research for the Commission has also highlighted that young people between the ages of 18 and 25 are less likely to report a high level of understanding of human rights and face barriers to engaging with democratic processes such as standing for elected office. Comprehensive HRE in schools can provide learning that extends well beyond the classroom, by encouraging a generation of engaged and rights-respecting citizens. At a time of significant constitutional change as the UK leaves the European Union, it is vital that we work to safeguard and enhance our domestic framework for promoting and protecting rights, including by promoting understanding of the importance of human rights in line with our statutory duties.

1.5 The National and International context

Providing human rights education in schools fulfils Wales' international and domestic human rights commitments. At the international level these commitments are detailed in:

- Article 26 of the Universal Declaration of Human Rights
- Articles 4,29 and 42 of the UNCRC; and
- Article 13 of the International Covenant on Economic, Social and Cultural Rights

At the national level:

- The Rights of the Child and Young Person's (Wales) Measure 2011 partially incorporates the UNCRC into Welsh domestic law and makes provision for Welsh Government to give further effect to children's rights in Wales:

Section 1 of the Measure places a duty on Welsh Ministers to pay due regard to the UNCRC when exercising their functions. Therefore in reforming the school curriculum, WG is obliged to meaningfully consider how children's rights can be given further effect inside this policy change

Section 5 of the Measure places a duty on Welsh Ministers to take steps to promote knowledge and understanding amongst the public (including children) of the Convention

- The Wellbeing of Future Generations (Wales) Act 2015 places a duty on Welsh Government to take steps that maximise its contribution to meeting its national and international commitments to creating a globally responsible Wales.

The Commission considers that all primary and secondary schools in Wales should teach about human rights. Human rights should be a compulsory topic in primary and secondary school education, with coverage in all relevant parts of the school curriculum, in particular citizenship education, personal, social, health and economic (PSHE) education, and sexuality and relationships education (SRE). These subjects should be made statutory so that all children can learn about and directly engage with their own rights and the rights of others, as part of the curriculum.

Pupils should be taught about the protections that exist in international and domestic law to equip them with the information they need to survive and thrive. For instance, teaching about the right to privacy and bodily integrity can give provide information on how to identify sexual abuse and get help, while teaching about the right to the highest attainable standard of mental health can help tackle poor mental health outcomes by providing space to discuss mental health issues and an opportunity to seek support for themselves and others.

Evidence also suggests that rooting HRE more firmly in the context of the CRC (through explicit teaching of children's human rights) creates a safe place for students to explore, discuss, challenge and form their own opinions and values. When children took part in exercises related to child rights, they were better able to discuss rights in connection with their relationships; understand that consensus-based decision-making involves listening to others; and better express their reasoning for behaviour.

The Commission considers that guidance for schools should be updated to ensure that teachers understand (and receive adequate training on) how to address human rights issues comprehensively in the curriculum. Explicit teaching about human rights, including how protection from discrimination is guaranteed in the Equality Act 2010, can also help schools and the DfE fulfil their public sector equality duty (PSED) obligations. The PSED requires schools to have due regard to eliminating discrimination,

advancing equality of opportunity and fostering good relations between people who share a protected characteristic and people who do not, when carrying out their activities. Evidence suggests that teaching about diversity can foster good relations by challenging stereotypes and working towards ending discrimination and harassment.

1. Rhagymadrodd - Dyfodol i'r iaith

- 1.1 Mae Dyfodol i'r iaith yn fudiad amhleidiol sy'n gweithredu er lles yr iaith Gymraeg. Nod y mudiad yw dylanwadu drwy ddulliau cyfansoddiadol ar sylwedd a chynnwys polisiau cyhoeddus a deddfwriaeth er mwyn hybu twf a ffyniant y Gymraeg ym mhob maes polisi. Bydd yn gweithredu er budd Cymru a'i phobl, gan ennill cefnogaeth a pharch i'r iaith a sicrhau bod y Gymraeg yn fater byw ar yr agenda gwleidyddol.
- 1.2 Mae Dyfodol i'r iaith yn croesawu'r cyfle i ymateb i'r ymgynghoriad hwn. Byddwn yn canolbwyntio yn bennaf ar faterion yn ymwneud â'r Gymraeg o fewn y Cwricwlwm newydd.

2. Y Gymraeg o fewn y Cwricwlwm

- 2.1 Credwn ei bod yn bwysig sicrhau cyfleoedd teg i holl blant a phobl ifanc Cymru ddod yn rhugl ddwyieithog, bod yn ymwybodol o gyfnodau pwysig yn hanes a datblygiad Cymru a phrofi diwylliant amrywiol Cymru. Mae'n hanfodol ystyried sut bydd y Cwricwlwm yn hybu a hyrwyddo'r defnydd o'r Gymraeg yn yr ysgol a thu hwnt. Mae hyn yn allweddol er mwyn ymgorffori'n llawn y pedwar diben sydd wrth wraidd y cwricwlwm newydd. Yn benodol, o ystyried y Gymraeg a hanes a diwylliant Cymru, mae'r canlynol yn arbennig o berthnasol:

“Bydd ein holl blant a phobl ifanc....

- yn ddysgwyr uchelgeisiol, galluog sydd:
 - yn gallu cyfathrebu'n effeithiol mewn gwahanol ffurfiau a lleoliadau, drwy'r Gymraeg a'r Saesneg
- yn ddinasyddion egwyddorol, gwybodus sydd:

- yn trafod materion cyfoes ar sail eu gwybodaeth a'u gwerthoedd
- yn deall ac yn arfer eu cyfrifoldebau a'u hawliau dynol a democrataidd
- yn wybodus am eu diwylliant, eu cymuned, eu cymdeithas a'r byd yn awr ac yn y gorffennol
- yn parchu anghenion a hawliau pobl eraill, fel aelod o gymdeithas amrywiol... ac yn barod i fod yn ddinasyddion o Gymru a'r byd."

2.2 I addysgu'r Gymraeg yn effeithiol a pherthnasol, mae'n rhaid i'r iaith gael ei chyflwyno yng nghyd-destun cymdeithasol a hanesyddol Cymru. I gydredeg â'r dysgu, mae angen rhaglen gyflawn o ymwybyddiaeth iaith. Cytunwn ag Argymhelliad 4 Adroddiad Sioned Davies, *Un Iaith i Bawb*, Llywodraeth Cymru, 2013: "Llywodraeth Cymru i wneud cyd-destun cymdeithasol a hanesyddol Cymru a'r Gymraeg yn rhan annatod o'r cwricwlwm ar draws pob pwnc er mwyn i ddisgyblion ddod i ddeall cyd-destun yr iaith a deall cyfraniad yr iaith i Gymru a Chymreictod".

2.3 Mae Dyfodol i'r iaith yn croesawu'r bwriad i addysgu ac asesu'r Gymraeg fel Un Iaith yn hytrach na dilyn y patrwm hanesyddol o iaith Gyntaf / Ail Iaith sydd wedi creu rhaniad annerbyniol o ran cynnig mynediad at yr iaith a chyfleoedd i ddod yn rhugl yn y Gymraeg. Yn llawer rhy aml yn y sector cyfrwng Saesneg, oherwydd prinder athrawon arbenigol y Gymraeg, bodolaeth (tan yn ddiweddar) dau faes astudio Ail Iaith (cwrs byr a chwrs hir) a diffyg cyfleoedd ar gyfer profiadau cyfrwng Cymraeg, mae'r safon addysgu a phrofiadau disgyblion yn y dosbarth - ac yn allgyrsiol - wedi amrywio'n sylweddol. Mae angen datrys yr heriau recriwtio athrawon y Gymraeg a hefyd, er mwyn llwyddo, mae'n bwysig bod pob athro'n deall gwerth yr iaith Gymraeg a buddion gwybyddol, diwylliannol, cymdeithasol ac economaidd dwyieithrwydd.

2.4 Profwyd mai model ysgol Gymraeg (lle mae'r rhan fwyaf o'r dysgu trwy gyfrwng y Gymraeg, a lle mae'r gweithgareddau allgyrsiol trwy gyfrwng y Gymraeg, a hyn i bob disgybl) yw'r unig fodel effeithiol sydd gennym o gyflwyno sgiliau cyflawn yn y ddwy iaith i ddisgyblion. Dylai cynyddu ysgolion cyfrwng Cymraeg, felly, fod yn allweddol wrth ddatblygu'r cwricwlwm.

- 2.5 Ni chredwn bod disgyblion sy'n dilyn y Gymraeg fel pwnc, ond sy'n dilyn y cyfan neu'r rhan fwyaf o'u pynciau eraill trwy gyfrwng y Saesneg, yn debygol o allu cyrraedd yr un safonau sgiliau â disgyblion ysgolion Cymraeg. Yn sgil hyn, wrth gyflwyno'r Cwricwlwm newydd, mae hi'n hanfodol bwysig bod cynnydd yn nifer y pynciau a ddysgir trwy gyfrwng y Gymraeg mewn ysgolion nad ydynt yn ysgolion cyfrwng Cymraeg.
- 2.6 Credwn ei bod yn allweddol bod profiad holl ddisgyblion Cymru o ddysgu'r Gymraeg yn un cadarnhaol ac o safon uchel – er tegwch a pharch iddynt oll ac er tegwch i'r Gymraeg o fewn y Cwricwlwm.
- 2.7 Rydym yn croesawu camau cadarnhaol tuag at greu un Continwwm ac ystyriaeth o sut i sicrhau tegwch wrth asesu cyrhaeddiad disgyblion o wahanol gefndiroedd ieithyddol. Nid yw'n glir i ni ar hyn o bryd faint o waith ychwanegol sydd ar ôl yn y meysydd hyn.
- 2.8 Mae gan Dyfodol i'r laith bryderon difrifol am nifer o faterion sydd yn bygwth tanseilio'r gwaith pwysig o ddatblygu'r Gymraeg o fewn y Cwricwlwm newydd.

3. Y Gweithlu Addysg - Addysg Gychwynnol Athrawon

- 3.1 Mae gan Dyfodol i'r laith bryderon mawr na fydd y gweithlu addysg (yn arweinwyr ysgol, athrawon, cynorthwywyr dosbarth, gweithlu cefnogi addysg anghenion ychwanegol a myfyrwyr cyrsiau Addysg Gychwynnol Athrawon) yn barod ar gyfer yr heriau o sicrhau bod y Gymraeg yn cael ei haddysgu i safon uchel yn y sector cynradd ac uwchradd – ym mhob ysgol.
- 3.2 Mae sicrhau bod niferoedd digonol o athrawon â sgiliau o safon uchel i addysgu'r Gymraeg yn allweddol os yw'r Cwricwlwm newydd i sicrhau bod y Gymraeg yn ffynnu o fewn ein hysgolion a bod disgyblion o bob oed yn derbyn addysg o safon uchel.
- 3.3 Mae'r prinder o athrawon arbenigol y Gymraeg mewn ysgolion uwchradd cyfrwng Saesneg wedi tanseilio'r Gymraeg fel pwnc ers blynyddoedd. Medd yr

Athro Sioned Davies, “Bydd llwyddiant Cymraeg ail iaith yn y tymor hir yn dibynnu ar recriwtio a hyfforddi niferoedd digonol o athrawon Cymraeg ail iaith brwdfrydig a medrus.”¹ Mae angen arbenigwyr i ddatblygu sgiliau ieithyddol disgyblion ac yng Nghymru ar hyn o bryd mae athrawon arbenigol y Gymraeg yn llawer rhy brin. Mae angen cynllunio’n strategol i gynyddu’r niferoedd o athrawon y Gymraeg sydd yn cael eu hyfforddi (ar gyfer y sector uwchradd a’r sector cynradd). Mae, hefyd, angen cynllunio’n strategol i wella sgiliau Cymraeg darpar athrawon yn gyffredinol a gwella ymwybyddiaeth darpar athrawon o fanteision dwyieithrwydd a phwysigrwydd y Gymraeg.

3.4 Gosodwyd targedau uchelgeisiol yn *Cymraeg 2050* i gynyddu’r niferoedd o athrawon sydd yn addysgu’r Gymraeg fel pwnc ac athrawon sydd yn addysgu trwy gyfrwng y Gymraeg. O ystyried problemau recriwtio i’r proffesiwn, yn gyffredinol, a’r lleihad yn y niferoedd sydd yn dewis dilyn cyrsiau cyfrwng Cymraeg yn Addysg Gychwynnol Athrawon, rydym yn bell o gyrraedd y targedau hyn ac mae angen gweithredu’n strategol ac ar frys. Yn ôl Gwerthusiad o Ddarpariaeth Cyfrwng Cymraeg mewn Addysg Gychwynnol Athrawon a gyhoeddwyd ym mis Medi 2018: “Hyd yn oed gan ddiystyrru’r rhai sy’n debygol o adael y proffesiwn dros y tair blynedd ar ddeg nesaf mae angen i ddarpariaeth Addysg Gychwynnol Athrawon bron â dyblu nifer yr hyfforddeion sy’n cael eu hyfforddi’n flynyddol er mwyn cyrraedd y targedau hyn.”

3.5 Mae’r Gwerthusiad yn galw am newidiadau sylweddol gan gynnwys digon o adnoddau ar gyfer ymgyrch hyrwyddo darpariaeth cyfrwng Cymraeg yn Addysg Gychwynnol Athrawon wedi ei thargedu’n effeithiol. Mae Dyfodol i’r Iaith yn rhannu’r pryderon a fynegir yn y Gwerthusiad ac yn cefnogi’r galw am ymgyrch a gweithredu strategol er mwyn cynyddu’r niferoedd o athrawon y Gymraeg ac athrawon cyfrwng Cymraeg. Mae hyn yn hanfodol ar gyfer llwyddiant y Cwricwlwm newydd.

3.6 Mae’r diffyg gwybodaeth a diffyg cysondeb wrth ddiffinio cyrsiau cyfrwng Cymraeg Addysg Gychwynnol Athrawon yn creu problemau i ddarpar

¹ Para. 4.70, *Un Iaith i Bawb*, Llywodraeth Cymru, 2013.

hyfforddeion cyn iddynt ddechrau ar eu cyrsiau, a, hefyd, yn creu heriau i ddarpar gyflogwyr o ran deall faint o waith cyfrwng Cymraeg a fu'n rhan o'r hyfforddiant.

3.7 Credwn y dylid cynnwys darpariaeth cyfrwng Cymraeg a'r Gymraeg fel maes dysgu / pwnc fel un o'r meini prawf ar gyfer achredu unrhyw Addysg Gychwynnol Athrawon o dan y trefniadau newydd sydd ar fin dod i rym. Mae hyn yn allweddol ar gyfer sicrhau gweithlu digonol er mwyn ateb gofynion y Cwricwlwm newydd yn y dyfodol. Mae angen i Lywodraeth Cymru sicrhau bod Cyngor y Gweithlu Addysg yn gosod hyn fel blaenoriaeth yn y broses achredu.

3.8 Mae'r gweithlu yn allweddol i lwyddiant y Cwricwlwm newydd ac mae'n allweddol mynd i'r afael â'r prinder yn y meysydd hyn er mwyn rhoi cyfle teg i ysgolion lwyddo wrth gyflwyno'r Cwricwlwm. Mae ysgolion cyfrwng Cymraeg yn barod yn ei chael hi'n anos recriwtio nag ysgolion cyfrwng Saesneg ac mae'r gostyngiad mewn hyfforddeion addas yn mynd i waethygu'r sefyllfa hon.

4. Y gweithlu addysg – presennol

4.1 Mae data Cyngor y Gweithlu Addysg yn adlewyrchu'r prinder o athrawon sydd yn medru'r Gymraeg a medru addysgu trwy gyfrwng y Gymraeg, ond nid yw'r data'n ddigonol.

4.2 Mae'r data am geisiadau am swyddi cyfrwng Cymraeg yng Nghymru yn adlewyrchu'r prinder, gyda niferoedd sylweddol llai yn ymgeisio am swyddi cyfrwng Cymraeg tra bod ail-hysbysebu swyddi arweinwyr ysgolion cyfrwng Cymraeg yn digwydd yn fwy aml nag yn y sector cyfrwng Saesneg. Mae'r prinder yn fygythiad amlwg i lwyddiant y Cwricwlwm newydd i allu cyflawni'r gofynion o ran y Gymraeg ac o ran ymestyn darpariaeth cyfrwng Cymraeg ar draws y sectorau.

4.3 Mae'n amlwg na fydd Addysg Gychwynnol Athrawon yn ateb y gofyn am nifer digonol o athrawon arbenigol y Gymraeg ac athrawon cyfrwng Cymraeg yn y tymor byr nac, efallai, yn y tymor canolig. Mae'n bwysig, felly, sicrhau bod athrawon sydd yn barod yn rhan o'r gweithlu, a'r rhai sydd yn dymuno

dychwelyd i'r gweithlu yn dilyn toriad gyrfa, yn cael mynediad at gyfleoedd cyson i wella eu sgiliau Cymraeg a'u hymwybyddiaeth am y Gymraeg a dwyieithrwydd yn ogystal ag at bolisiau perthnasol Llywodraeth Cymru. Ni fydd hyn yn digwydd heb ymdrech strategol i adnabod sgiliau'r gweithlu a bod cynllunio ar gyfer darpariaeth addas wedi ei deilwra. Mae yna dystiolaeth bod rhai aelodau o'r gweithlu presennol yn agored i dderbyn mwy o hyfforddiant er mwyn gwella'u sgiliau Cymraeg - mae'r diddordeb yno ac mae angen manteisio ar hyn.

4.4 Mae'r cwestiynau am sgiliau Cymraeg yn holiadur gweithlu addysg Cymru "Arolwg Gweithlu Addysg Cenedlaethol"² (2016/17) yn gam i'r cyfeiriad cywir o ran casglu gwybodaeth am y gweithlu'n gyffredinol. Roedd yr ymateb i'r Arolwg yn ddewisol, roedd modd dewis mwy nag un cymhwyster yn y cwestiwn am sgiliau Cymraeg ac nid oes modd adnabod unigolion wrth yr ymatebion. Serch hynny, mae'r canlyniadau'n ddiddorol ac yn dangos ewyllys da aelodau o'r proffesiwn o ran yr awydd i ddatblygu sgiliau Cymraeg:

- Dros 5,000 o athrawon yn ymateb i'r cwestiwn gyda 1,751 yn nodi nad oedd ganddynt unrhyw gymhwyster yn y Gymraeg
- Roedd gan y gweddill amrywiaeth o gymwysterau (e.e. TGAU ail iaith / iaith gyntaf, cymwysterau Cymraeg i oedolion, gan gynnwys y cynllun sabothol, a 406 ohonynt â gradd yn y Gymraeg.
- Roedd **916** o ymatebwyr (18%) wedi nodi'r dymuniad i dderbyn hyfforddiant er mwyn datblygu eu sgiliau Cymraeg ymhellach.

Mae angen manteisio ar yr awydd i dderbyn datblygiad proffesiynol parhaus er mwyn datblygu sgiliau Cymraeg a sicrhau bod athrawon yn cael mynediad hwylus at hyfforddiant yn y Gymraeg, neu ar gyfer dysgu trwy gyfrwng y Gymraeg, yn ystod y diwrnod gwaith. Byddai hyn o fudd iddynt hwy yn eu gyrfa a hefyd o fudd i'w disgyblion a'u hysgolion wrth gyflwyno'r Cwricwlwm newydd.

² Arolwg Gweithlu Addysg Cymru, Adroddiad Ymchwil, Ebrill 2017

4.5 Mae angen buddsoddi yn y gweithlu presennol, ac mewn rhai achosion, lle nad yw'n bosibl datblygu sgiliau Cymraeg mae, o leiaf, angen gwella ymwybyddiaeth athrawon am yr iaith Gymraeg, pwysigrwydd dwyieithrwydd, polisiau perthnasol Llywodraeth Cymru a phwysigrwydd y Gymraeg o fewn y Cwricwlwm newydd.

4.6 Mae'n allweddol sicrhau bod yr athrawon sydd yn addysgu'r Gymraeg yn y sectorau Cynradd ac Uwchradd wedi eu hyfforddi ar gyfer cyflwyno'r iaith fel un continwwm. Mae'n bwysig hefyd bod athrawon yn derbyn anogaeth a hyfforddiant am sut i gyfrannu at greu ethos Gymraeg yn yr ysgol. Yn ogystal, mae angen sicrhau amser digonol i'r Gymraeg o fewn amserlen pob disgybl ym mhob ysgol. Mae angen tegwch ar bob disgybl, pob athro a phob maes dysgu wrth gyflwyno'r Cwricwlwm newydd.

4.7 Yn hanesyddol, mae llawer o ysgolion uwchradd yn y sector cyfrwng Saesneg wedi ei chael hi'n anodd sicrhau bod arbenigwyr yn y Gymraeg yn addysgu ail iaith, ac mae hyn wedi cyfrannu at ddarpariaeth annigonol o wersi ar gyfer dosbarthiadau arholiad (e.e. un awr yr wythnos). Mae'n allweddol yn awr datblygu sgiliau'r gweithlu presennol a datrys problemau recriwtio gweithlu'r dyfodol fel mater o frys.

4.8 Mae angen uwchraddio ymwybyddiaeth iaith a hefyd sgiliau Cymraeg arweinwyr ysgol, athrawon a chynorthwywyr dosbarth, a'r rhai sydd yn ymwneud â chefnogi disgyblion ag Anghenion Dysgu Ychwanegol.

4.9 O gofio, erbyn hyn, bod dros 23,000³ o aelodau staff cynorthwyol (cyfwerth â llawn amser) mewn ysgolion a gynhelir yng Nghymru - a llawer ohonynt naill ai'n gweithio yn y Cyfnod Sylfaen neu'n gweithio un-i-un gyda disgybl ag anghenion dysgu ychwanegol (cynradd ac uwchradd), mae'n rhaid sicrhau eu bod yn derbyn hyfforddiant i wella'u sgiliau Cymraeg hwy. Mae angen datblygu

³ Ffynhonnell: Cyfrifiad Ysgolion Blynyddol ar Lefel Disgyblion (CYBLD) 2018

eu sgiliau Cymraeg / cyfrwng Cymraeg i'w galluogi i roi cefnogaeth safonol i athrawon sydd yn cyflwyno'r Cwricwlwm newydd.

4.10 Rhaid peidio anghofio rôl allweddol arweinwyr ysgol o ran gosod seiliau a disgwyliadau cadarn a heriol ar gyfer eu hysgolion.

4.11 Dim ond trwy ganolbwyntio ar sgiliau'r gweithlu addysg y gellir sicrhau cyfle teg i holl ddisgyblion Cymru ddatblygu eu sgiliau iaith a dwyieithrwydd.

5. Y Gweithlu Addysg - Safonau Proffesiynol a Datblygiad Proffesiynol Parhaus

5.1 Mae'r Safonau Proffesiynol diwygiedig ar gyfer athrawon yn cynnwys disgwyliadau am ddatblygu sgiliau yn y Gymraeg ac mae hyn i'w groesawu. Mae'n bwysig cefnogi'r gweithlu addysg yn adeiladol i gyrraedd y nod trwy fuddsoddi mewn datblygiad proffesiynol parhaus addas wedi ei deilwra. Mae angen buddsoddiad mewn amser ac adnoddau - golyga hyn fuddsoddiad ariannol.

5.2 Credwn na fydd modd cyrraedd y Safonau hyn oni bai bod anogaeth cyson a hyfforddiant ar gael, a bod y safonau sydd yn berthnasol i ddatblygu gwybodaeth a sgiliau Cymraeg, a hyrwyddo iaith a diwylliant Cymru, yn destun trafodaeth broffesiynol gyson (o leiaf yn flynyddol). Mae angen ymrwymiad cadarn i hyn er mwyn gwella gwybodaeth athrawon am yr iaith a hefyd am ddiwylliant Cymru sydd yn bwysig o ran cyflwyno'r Gymraeg o fewn y Cwricwlwm newydd, cyrraedd y Safonau Proffesiynol a hefyd gwireddu polisi Llywodraeth Cymru, *Cymraeg 2050*.

5.3 Rhaid sicrhau bod hyfforddiant ar gyfer addysgu cyfrwng Cymraeg a datblygu sgiliau yn y Gymraeg yn cael swm teg o'r arian a ddyrennir ar gyfer Datblygiad Proffesiynol Parhaus a bod hyn yn cael ei wario'n strategol er lles athrawon a disgyblion. Mae angen sicrhau bod adnoddau addas ar gyfer hyfforddiant mewn amrywiaeth o ddulliau ar gael yn y Gymraeg ac am y Gymraeg.

5.4 Mae angen ystyried, hefyd, sut i ehangu gwybodaeth am hanes a diwylliant Cymru a chynnig cyfleoedd i athrawon ddatblygu sgiliau a gwybodaeth o ran addysgu'r meysydd hyn.

6. Adnoddau i gefnogi cyflwyno'r Cwricwlwm

6.1 Yn hanesyddol, mae athrawon sydd yn addysgu trwy gyfrwng y Gymraeg wedi wynebu prinder neu ddiffyg adnoddau wrth ddechrau addysgu manylebau cyrsiau TGAU a Safon Uwch newydd. Mae hyn wedi gosod straen ychwanegol sylweddol ar yr athrawon hynny, gan arwain yn aml at greu adnoddau eu hunain neu waith cyfieithu sylweddol yn ychwanegol at eu gwaith addysgu.

6.2 Mae athrawon nad ydynt yn addysgu disgyblion ar gyfer arholiadau allanol hefyd â llai o ddewis o adnoddau yn y Gymraeg nac yn y Saesneg ac ar adeg o ddiwygio eang mae yna berygl na fydd digon o adnoddau ar gael mewn da bryd.

6.3 Mae'n bwysig sicrhau bod amrywiaeth digonol ac eang o adnoddau Cymreig a chyfrwng Gymraeg addas ar gael cyn cyflwyno'r Cwricwlwm newydd er mwyn hwyluso'r broses baratoi ar gyfer athrawon ym mhob sector ac ym mhob maes dysgu a phrofiad. Mae'n allweddol sicrhau bod adnoddau i gefnogi'r Cwricwlwm newydd ar gael yn y Gymraeg a'r Saesneg ar yr un pryd ac mewn da bryd.

6.5 Yn ôl Adroddiad y Pwyllgor Plant a Phobl Ifanc, "Darparu gwर्सlyfrau ac adnoddau dysgu i ddisgyblion," a gyhoeddwyd fis Gorffennaf 2018, mae'r problemau'n ymwneud â chyhoeddi adnoddau cyfrwng Gymraeg yn rhai systemig. Mae'n allweddol comisiynu mewn da bryd a hefyd gosod mwy o bwyslais ar gomisiynu adnoddau Cymreig a'u cynhyrchu yng Nghymru.

6.6 Mae'n anodd dweud ar hyn o bryd faint o adnoddau sydd yn cael eu cynhyrchu'n barod i gyflwyno'r Cwricwlwm newydd. Mae rhai Ysgolion Arloesi wrthi'n paratoi adnoddau fel rhan o'r gwaith arbrofi a pharatoi ond mae'n anodd gwybod faint o adnoddau a fydd ar gael, ac a fyddant yn addas ar draws Cymru ac ar gael yn ddwyieithog ar yr un pryd?

6.7 Mae yna berygl bod unrhyw gynllunio strategol ar gyfer comisiynu adnoddau yn cael ei oedi wrth ddisgwyl cyhoeddi manylion am y Cwricwlwm (ar gyfer derbyn adborth) yn Ebrill 2019.

7. Cymwysterau

7.1 Mae'n ymddangos bod ansicrwydd yn parhau o ran beth fydd yn digwydd i gyrsiau arholiad (disgyblion ôl-14) yn dilyn cyflwyno'r Cwricwlwm newydd. Er mwyn sicrhau cyfleoedd teg i holl ddisgyblion Cymru, mae'n rhaid bod yn barod i gynnig profiadau o safon uchel i ddisgyblion o'r Cyfnod Sylfaen i Flwyddyn 7, ym mhob maes dysgu a phrofiad, ac yna sicrhau bod popeth yn ei le mewn da bryd ar gyfer Bl.8 a Bl.9 a dosbarthiadau arholiad yn eu tro.

7.2 Er mai hyd at Blwyddyn 7 y bydd y Cwricwlwm newydd yn cael ei gyflwyno i gychwyn (Medi 2022), er tegwch i athrawon a disgyblion, mae angen caniatáu digon o amser i athrawon gynllunio a pharatoi a chaniatáu digon o amser rhwng cyhoeddi manylebau newydd TGAU a'u haddysgu. Mae'n bwysig cael manylebau newydd yn barod mewn da bryd ac osgoi'r rhuthr sydd wedi bodoli yn y gorffennol. Mae'r pwyntiau cyffredinol uchod am adnoddau yn allweddol, hefyd, ar gyfer cyrsiau arholiad newydd - rhaid cael adnoddau addas (cyfrwng Cymraeg a chyfrwng Saesneg) ar gael o leiaf flwyddyn cyn cyflwyno'r cyrsiau newydd.

7.3 O ran y Gymraeg, bydd angen sicrhau dulliau teg o asesu a chydabod deilliannau disgyblion o wahanol gefndiroedd ieithyddol wrth asesu gallu disgyblion ar y Continwmm Cymraeg newydd am y tro cyntaf.

8. Materion amrywiol

8.1 Mae tystiolaeth anecdotaidd yn awgrymu bod teimladau o ansicrwydd yn parhau o ran sut bydd disgwyl i ysgolion weithredu'r Cwricwlwm newydd. Mae disgwyl i'r Ysgolion Arloesi arbrofi a bod yn arloesol - a deallwn bod gwaith diddorol dros ben yn digwydd. Nid yw pob ysgol yn dilyn yr un trywydd, wrth gwrs, oherwydd natur arloesi.

8.2 Mae'r amcan o osod llawer o'r gwaith ar y Cwricwlwm newydd yn nwylo'r proffesiwn i'w groesawu, ond mae yna berygl hefyd o arwain at ansicrwydd, yn enwedig ar gyfer yr ysgolion hynny nad ydynt yn syrthio i gategori ysgol arloesi. Deallwn bod rhai ysgolion yn cyd-weithio gydag ysgolion eraill ac yn rhannu syniadau a gwybodaeth. Ar y llaw arall, gan fod y cyfnod yma o arloesi yn gyfnod o

gwestiynu ac arbrofi, nid oes gan hyd yn oed yr ysgolion arloesi sicrwydd y bydd eu syniadau'n cael eu derbyn. Mae'r broses ei hun yn werthfawr, serch hynny.

8.3 Mae'n ymddangos bod ysgolion yn disgwyl derbyn mwy o wybodaeth yn y gwanwyn a fydd yn rhoi darlun mwy eglur o'r Cwricwlwm newydd.

8.4 Cred Dyfodol i'r Iaith bod angen rhai canllawiau cadarn er mwyn amlinellu disgwyliadau o ran lle'r Continwmm Cymraeg, a phwyslais ar hanes a diwylliant Cymru, yn y Cwricwlwm newydd – a bydd angen cyfathrebu'r negeseuon hyn yn glir i bob ysgol ac athro.

9. Hinsawdd Ariannol

9.1 Rhaid peidio ag anghofio bod ysgolion Cymru'n wynebu disgwyliadau sylweddol o ran diwygio'r Cwricwlwm ar adeg o gynni ariannol sylweddol. Mae perygl i'r heriau cyllidol danseilio ymdrechion i gyflwyno'r Cwricwlwm newydd a datblygu gwell trefniadau ar gyfer Addysg Gychwynnol Athrawon, Datblygiad Proffesiynol Parhaus (i'r holl weithlu) ac Arweinyddiaeth.

9.2 Mae'n allweddol cynllunio'n strategol yn yr holl feysydd a drafodir uchod er mwyn gwneud y gorau o'r adnoddau ariannol sydd ar gael.

Dyfodol i'r Iaith

Rhagfyr 2018

Cynulliad Cenedlaethol Cymru I National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg I Children, Young People and Education

Committee Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru I Welsh Government's progress in developing the new Curriculum for Wales

CR 26

Ymateb gan: Comisiynydd y Gymraeg Response from: Welsh Language Commissioner

Thank you for the opportunity to respond to the consultation on the Welsh Government's progress in developing the new curriculum for Wales. My response will focus on Welsh language issues relating to the new curriculum for Wales, and in particular the relationship between the new curriculum and the Welsh Government's *Cymraeg 2050* strategy.

1. Initial representations

In general, I welcome the recommendations made in the Donaldson report in relation to the Welsh language. The report concludes that the Welsh language should remain compulsory up to the age of 16 and that there should be a renewed focus in schools on learning Welsh primarily as a means of communication, particularly oral communication and understanding. The report suggests that the Welsh language should be considered as a skill which needs to be developed and practised across the curriculum in order to ensure that it is seen as a natural means of communication. Professor Donaldson also highlights that Welsh language qualifications should be realigned at 16 with the proposed focus on speaking and listening and application in the workplace. Not only does the report underline the role of the curriculum in terms of creating Welsh speakers, but also that the curriculum needs to be rooted in Welsh culture and history, in order to develop a sense of ownership of the language as a key aspect of the nation's unique identity

Though Donaldson's vision is positive, I am concerned about how exactly this vision will be achieved during the process of planning and delivering the new curriculum. Part of the problem is a lack of clarity and information. Beyond generalised and abstract descriptions of the nature of the new curriculum, there

little detail in terms of the nature nor content of the curriculum in relation to the Welsh language. This is understandable, given the approach to developing the new curriculum, where there is a clear emphasis on the role of pioneering schools in shaping and producing the curriculum based on Areas of Learning and Experience (AoLEs).

Therefore, the representations made here are based on an incomplete and, at times, ambiguous picture, of what is trying to be achieved in terms of the Welsh language within the new curriculum. I therefore consider this paper an opportunity to share evidence and contribute to the discussion on the process of producing and shaping the new curriculum in terms of the Welsh language.

2. Policy context

Although *Education in Wales: Our National Mission (2017-21)* is the Welsh Government's action plan for education, *Cymraeg 2050* is the strategy which provides the vision and direction for the education sector in terms of the Welsh language.

The Welsh Government's *Cymraeg 2050* strategy includes two ambitious objectives:

- To increase the number of Welsh speakers from 562,000 (2011 Census) to 1 million by 2050.
- To increase the percentage of the population that speaks Welsh daily from 10% (in 2013-15) to 20% by 2050.

Cymraeg 2050 provides an action plan for the role of the education sector in increasing the number of Welsh speakers. Furthermore, there are a number of specific targets in relation to the education sector's contribution on the journey towards a million Welsh speakers by 2050. These actions and targets are supported and developed further in the *Welsh in Education Action Plan 2017-21* and also the *Cymraeg 2050 Action Plan (2018-19)*.

The strategy and accompanying action plans outline a vast number of actions. However, it appears that there are three work streams inherent to the rest of the education strategy:

- Increasing the number of those receiving Welsh medium education
- Delivering a new curriculum for Wales and transforming the way that Welsh is taught in English medium schools

- Increasing the number of teachers able to teach through the medium of Welsh and able to teach Welsh as a subject

Although expanding Welsh medium education is a crucial part of the *Cymraeg 2050* strategy, the Welsh Government emphasises that the English medium education sector has a crucial role to play in terms of creating Welsh speakers. Very few pupils in the English medium education sector currently develop a sufficient level of Welsh language skills to be able to use Welsh in a meaningful way outside the classroom. The Welsh Government is very clear that they wish to see this situation transformed.

The trajectory to a million Welsh speakers is based on the fact that an increasing number of individuals leaving English medium education will identify themselves as being Welsh speakers. In 2031 for example it is predicted that 35% of students leaving English medium education will identify themselves as being Welsh speakers. In 2050, this figure is predicted to rise to 50%.

Figure 1: The trajectory to a million Welsh speakers and the role of the education sector. Adapted from the Welsh Government's *Welsh in Education Action Plan 2017-21*

Number of Welsh Speakers	2017 570,000	2021 600,000	2026 630,000	2031 680,000	2036 750,000	2041 830,000	2046 920,000	2050 1,000,000
How the education sector will contribute to the above targets								
Increase the number who receive Welsh medium education	22%	24%		30%				40%
	7,700	8,400		10,500				14,000
Increase the number who leave school as Welsh speakers	Introduce the new curriculum for Wales			55% (19,000)	All learners			70% (24,500)
				35% (8,500)	English medium sector			50% (10,500)
Primary teachers who teach through the medium of Welsh	2,900	3,100		3,900				5,200
Secondary teachers who teach through the medium of Welsh	1,800	2,200		3,200				4,200
Secondary teachers who teach Welsh as a subject	500	600		900				1,200

According to the Welsh Government's plans and strategies, the delivery of a new curriculum for Wales will provide the impetus for changing the way in which the Welsh language is taught in English medium schools. A key aspect of delivering the curriculum will be the removal of the Welsh second language qualification, and the development of one language continuum for teaching the Welsh language across schools in Wales.

3. Historical context

The Welsh language has been a statutory subject within the Welsh curriculum in Key Stages 1, 2 and 3 since 1990, and in Key Stage 4 since 1999.

Although studying Welsh is compulsory, the curriculum followed by pupils differs significantly, and the time allocated to studying the subject varies a great deal from school to school. In general, individuals will either follow a Welsh first language or Welsh second language qualification. There is also great disparity in terms of the language used to teach the rest of the curriculum, which is extremely significant in terms of the linguistic outcomes learners are likely to achieve. The majority of students in Welsh medium education follow a Welsh first language qualification. The majority of students in English medium education follow a Welsh second language qualification. The situation is more complex and diverse for pupils attending bilingual schools, in terms of which Welsh language qualification is followed and also the language used to teach the rest of the curriculum.

Figure 2: linguistic categories for primary schools in Wales (based on PLASC data).

School Category	Description	Number of schools 2017/18	% of pupils 2017/18
Welsh medium primary school	At least 70% of teaching through the medium of Welsh with students expected to transition to Welsh medium secondary education	368 29%	21%
Dual stream primary school	Two kinds of provision existing side by side, one Welsh medium stream and one English medium stream	32 2.5%	3%
Transitional primary school	A provisional category in most cases where 50- 70% of the learning is in Welsh and it is expected that the majority of pupils will attend English medium secondary education	4 <1%	<1%
Predominantly English medium primary school	The Welsh language is used for 20-50% of teaching time and it is expected that the majority will attend English medium secondary education	33 2.5%	2%
English medium primary school	The English language is used to teach the curriculum and the Welsh language is taught as a second language. Pupils are expected to transition to English medium secondary education	824 65%	74%

Figure 3: linguistic categories for secondary schools in Wales (based on PLASC data).

School Category	Description	Number of schools 2018/17	% of pupils 2018/17
Welsh medium secondary school	All subjects (apart from English) are taught through the medium of Welsh	18 (9%)	8.7%
Bilingual secondary school	2A at least 80% of subjects are available in Welsh only	15 (8%)	4.5%
	2B at least 80% of subjects are available in Welsh, but are also available in English	10 (5%)	5%
	2C 50-79% are in Welsh, but are also available in English	4 (2%)	1.4%
	2CH all subjects are taught to all pupils using either language	-	-
English medium secondary school but with significant use of Welsh	20-49% of subjects are available through the medium of Welsh, but all subjects are also taught through the medium of English.	8 (4%)	4.1%
English medium secondary school	The curriculum is mainly in English with Welsh taught as a second language	140 (72%)	76.2%

Part of the complexity with the term 'bilingual education' is that it is often used for varying purposes and to refer to a wide range of education programmes with different linguistic objectives. It should be noted that not all types of bilingual education necessarily produce bilingual learners.

In Key Stage 4 pupils either choose to study a Welsh first language qualification, or a Welsh second language qualification. In the past Welsh second language pupils have been given the further option of following a full or short course, and also following an applied version of these courses.

Around 80% of pupils in Wales choosing to sit a Welsh language GCSE examination choose one of the Welsh second language options. Of those, more pupils always choose the short Welsh second language course than the full course.

Historically, attainment levels for Welsh second language pupils have been low compared with other subjects.

Welsh second language is not a core subject within the National Curriculum for Wales, therefore attainment levels in this subject are not considered as important as attainment levels in other core subjects as part of schools' performance

measures. This is likely to be part of the reason why a significant number of pupils in Wales do not gain any Welsh language qualifications.

Figure 4: Percentage of pupils in year 2 and 9 who are assessed in Welsh (first language) as part of teachers assessments (data from the Welsh Government's annual report on the Welsh Language Strategy 2012-17).

	2009	2010	2011	2012	2013	2014	2015	2016
Year 2	21%	21.8%	21.9%	21.9%	22.4%	22.2%	22.2%	22%
Year 9	15.9%	16%	16.3%	16.8%	17%	17.1%	17.8%	17.9

Figure 5: Percentage of pupils entered for different kinds of Welsh language examinations in Key Stage 4 between 2010-17 (based on WJEC examination data). These figures do not account for the significant number of individuals who did not sit a Welsh exam at all.

	Welsh first language	Welsh second language	Applied Welsh second language (full course)	Welsh second language (short course)	Applied Welsh second language (short course)
2010	19%	26%	10%	36%	9%
2011	19%	25%	10%	35%	11%
2012	18%	28%	6%	35%	13%
2013	18%	27%	6%	37%	11%
2014	18%	26%	8%	37%	11%
2015	18%	29%	8%	35%	10%
2016	17%	28%	8%	38%	9%
2017	21%	31%	9%	35%	5%

Figure 6: Percentage of pupils achieving A* to C in Welsh second language GCSE 2010- 17 (based on WJEC examination data).

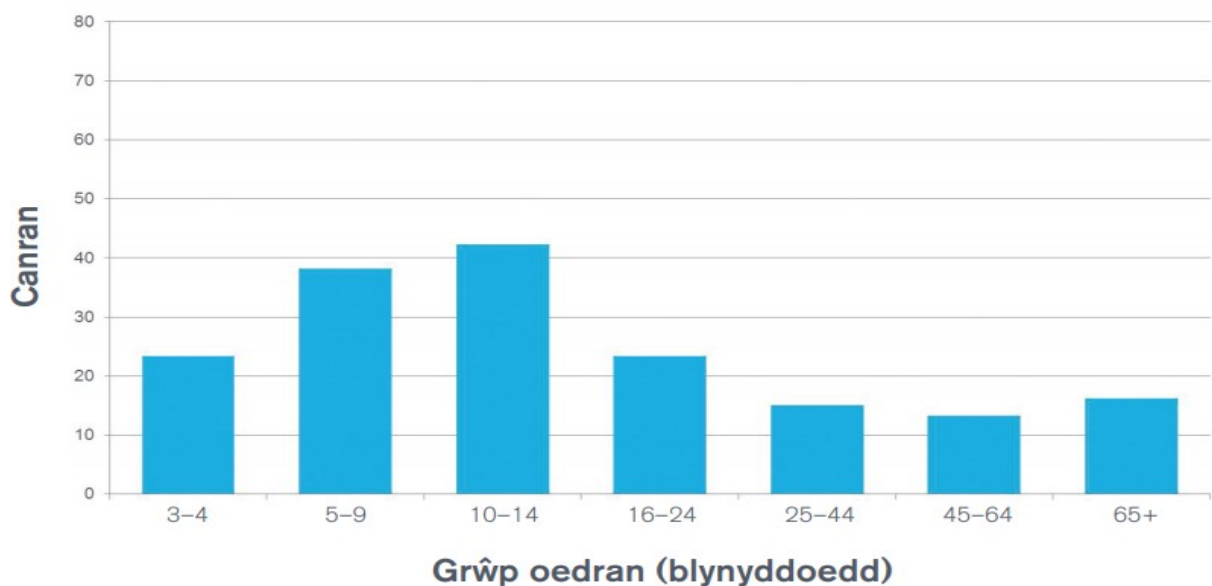
	Welsh second language	Applied Welsh second language (full course)	Welsh second language (short course)	Applied Welsh second language (short course)
2010	73.8	70.3	49.4	40.9
2011	73.8	66.3	49.2	45.5
2012	74.1	72.2	49.5	50.0
2013	76.6	78.3	49.5	52.5
2014	76.5	81.7	52.3	44.4
2015	78.5	82.9	51.8	48.0
2016	78.8	82.0	52.6	50.0
2017	79.8	80.3	54.2	60.8

Various reports are highly critical of the extent to which following a Welsh second language course is an effective means of creating fluent Welsh speakers. Professor

Sioned Davies' (2013) review states that it is 'the eleventh hour for Welsh second language', as only very small numbers of those studying Welsh second language develop a sufficient level of Welsh language skills to use the language outside the classroom. An independent report from Robert Hill (2013) draws similar conclusions by noting that pupils are making excellent progress in acquiring Welsh second language skills in fewer than one in ten schools. Estyn's 2017-18 Annual Report concludes that 'only in around a quarter of English medium schools do pupils continue to develop their Welsh language skills when transferring from primary to secondary schools, and that in the rest of the schools 'pupils do not develop their Welsh speaking skills well enough in Welsh lessons or in other contexts...and do not have the confidence to attempt to speak Welsh.'

Evidence gathered from 2011 Census data supports these expert conclusions. Although the Welsh language has been a statutory subject across all key stages in Wales since 1999, and that therefore the vast majority of those aged 16-24 have followed a curriculum where the Welsh language is compulsory, only 22% state that they can speak Welsh.

Figure 7: Percentage of the Welsh population able to speak Welsh according to age (as reported in the 2011 census).



Although it is not possible to know exactly in which language the 22% was taught, the fact that this figure is very close to the number who have received Welsh medium education, or who have followed the Welsh first language route, suggests that very few Welsh second language learners consider themselves to be Welsh speakers in the long-term.

Despite the numbers for the 10-14 age group being much higher, there are questions about the extent to which these numbers reflect real language gains. That is, either a vast number of these individuals lose the ability to use the Welsh language after leaving school, or the data is unreliable in the first place (for example, due to those responsible for responding to the census overestimating the Welsh language skills of their children).

The above statistics and expert evidence suggest that the English medium sector plays a very limited role in terms of creating Welsh speakers. It appears that around 80% of pupils in Wales are subject to a curriculum and Welsh language teaching arrangements which, in essence, do not lead to bilingualism.

These conclusions in relation to Wales also reflect evidence from international academic literature on education models which lead to bilingualism. International research has produced very robust evidence regarding the success of immersive education as a model which allows children to become fluent in a minority language, without any negative impact on their attainment in the majority language, nor on their performance across the rest of the curriculum. The evidence also strongly suggests that teaching a minority language as a second language is unlikely to lead to bilingualism.

Although academic research on bilingual education can be complex, the overall message is relatively straightforward. If bilingualism is a goal for the education sector in Wales (as is outlined throughout the *Cymraeg 2050* strategy), then it is an education programme where the Welsh language is used as a medium of learning for a significant part of the curriculum which is likely to create truly bilingual individuals. Ensuring the intensity of Welsh medium input is a fundamental consideration when planning language provision across the curriculum. In this context, the social and linguistic context in Wales must be considered, where the Welsh language is a minority language, and the English language dominates popular culture and global media. As the situation between the Welsh language (the minority language) and the English language (the majority language) in Wales does not constitute a level playing field, it is accepted, especially in the case of younger pupils, that the proportion of education delivered through the medium of Welsh needs to be higher than that delivered in English.

4. Questions and concerns in relation to developing the new curriculum

4.1. The curriculum in Welsh medium schools

The implications of Donaldson's recommendations for the Welsh language curriculum in Welsh medium schools is unclear. It appears that a variety of recommendations involving the Welsh language have been written from the perspective of English medium schools, and there is little consideration given to the significant differences which exist between schools in Wales.

One of the main recommendations found in the Donaldson report is that there should be a 'renewed focus in schools on learning Welsh primarily as a means of communication, particularly oral communication and understanding'. This seems reasonable enough in terms of English medium schools, but where does this leave the Welsh medium sector? The majority of pupils in the Welsh medium sector are fluent and understand spoken Welsh by the end of their first year of statutory education. Donaldson also highlights the fact that the Welsh language needs to be considered as a skill which needs to be developed and practised across the curriculum. This is, of course, the essence of Welsh medium education, therefore it is difficult to see how these recommendations relate to this sector.

Donaldson also recommends realigning Welsh language qualifications at 16 with the proposed focus on speaking and listening and application in the workplace. Once again, these recommendations make sense in the context of English medium education, but these would be extremely low expectations for students in Welsh medium education.

l' oaljrēlj' rēā āgē ē ērēā rē āgēlj'ā'

- Although the concept of a language continuum suggests that the boundaries between different education sectors in Wales need softening, it is clear that the new curriculum (in the short-term at least) needs to reflect the fundamental differences which exist between Welsh medium and English medium schools. How will the practicalities of teaching Welsh, and the rest of the new curriculum, vary between Welsh medium, English medium and bilingual schools?
- How can one curriculum with one language continuum set suitable expectations and learning outcomes for pupils in the Welsh medium and English medium sectors? Is this logically possible and is it desirable?

The curriculum in English medium schools

We completely agree with the Welsh Government about the importance of changing the status quo, whereby the majority of pupils in Wales follow an education programme which does not lead to bilingualism. Not only does it concern social inequality, but it is also abundantly clear that the *Cymraeg 2050* vision will not be achieved unless there is some radical rethinking.

One aspect of the Welsh Government's strategy to transform the status quo involves increasing the number of pupils receiving Welsh medium or bilingual education. Another aspect of the strategy is to change the language outcomes of those pupils in the English medium sector. In this context, the Welsh Government's *Cymraeg 2050* strategy requires moving from a situation whereby the English medium sector contributes very little in terms of creating fluent and confident Welsh speakers, to a situation whereby 50% of pupils within the sector state that they can speak Welsh at the end of their education. Considering the evidence presented above (part 3 specifically) it is clear that far-reaching changes are needed in order to achieve this.

What is not currently clear from the Welsh Government's plans and strategies is how exactly this will be achieved. The Welsh Government states that it is the new curriculum, the removal of Welsh second language qualifications, and the introduction of one language continuum for teaching and learning Welsh that will ultimately drive the required reforms to the English medium education sector. Such statements, however, do not explain what exactly these changes will be. That is, a commitment to removing Welsh second language qualifications and developing one continuum for describing and assessing pupils' language skills is not tantamount to explaining how standards will be improved in these skills in the first place. At present, it is very difficult to identify the significant reforms which will transform the language outcomes of pupils in the English medium education sector.

The main factor responsible for the lack of progress in relation to the Welsh language skills of pupils in the English medium sector is the fact that they follow an English medium education model which does not, in essence, and as evidenced by Welsh and international research, create bilingual individuals. Although the Welsh Government is keen to remove the linguistic outcomes of a Welsh second language curriculum, it is unclear if they are committing to changing the educational and structural landscape which leads to these outcomes in the first place. Given the socio-linguistic situation in Wales today, it is difficult to see how any changes to the curriculum, qualifications, or modes of learning within an 'English medium' education model will lead to the outcomes

predicted in the Welsh Government's *Cymraeg 2050* strategy. This is especially true given that the *Cymraeg 2050* vision encompasses the use and vitality of the language, as well as the numbers able to speak Welsh.

At times it seems that the Welsh Government considers such significant changes a part of the process of removing Welsh second language qualifications and delivering the new curriculum and continuum. For example, the *Cymraeg 2050 Action Plan 2018-19* states the intention to review the process for increasing the proportion of Welsh-medium teaching and learning in schools. In addition, the Welsh Government commissioned two pieces of research on effective means of teaching Welsh second language with the specific aim of steering the work of reforming the curriculum in terms of the Welsh language. Both pieces of research suggest that the most effective way of creating bilingual speakers in a minority language context is to use Content and Language Integrated Learning (CLIL). Although there are significant variations in terms of the nature of CLIL and its arrangements in different contexts, this approach is based on immersive education. That is, CLIL is based on the principle that the target language (Welsh in the case of Wales) needs to be used as the medium of learning for a significant proportion of the curriculum, which has advantages in terms of acquiring a second language and also developing understanding of the subject in question. Implementing these recommendations would, to all intents and purposes, mean changing schools' language medium. Adopting a CLIL approach would mean that much of the curriculum would be taught through the medium of Welsh which would mean moving from an English medium model to a bilingual education model.

There are also a number of actions relating to the development of Welsh language skills within the existing workforce which would, of course, be necessary in order to deliver a bilingual curriculum.

Questions for the committee to consider:

- According to the Welsh Government's trajectory to a million Welsh speakers, in 2031 the English medium sector will create 8,500 Welsh speakers per school year, and in 2050 will create 10,500 per school year. What is the extent of the changes required in the English medium sector in order to meet these targets, bearing in mind that the sector's current contribution to creating Welsh speakers is very limited?
- What is the Welsh Government's vision in terms of the nature and language medium of the curriculum in English medium schools in the future?

- How will the curriculum and language continuum facilitate the changes which are needed?
- If the Welsh Government intends to introduce a phased approach to increasing the proportion of the curriculum taught through the medium of Welsh, then what is the strategy for driving these changes? Unlike the detailed plans on widening Welsh medium and bilingual education, it is not clear whether a strategy exists for implementing such far-reaching changes to the English medium education sector.

The curriculum and the workforce

Despite some ambiguity surrounding the nature of the new curriculum in terms of the Welsh language, it is clear that one crucial element of successful reform is ensuring that there are enough teachers able to teach through the medium of Welsh. This appears to reflect a more general principle in relation to the importance of teachers to Donaldson's entire vision.

The *Cymraeg 2050* strategy includes specific targets for increasing the number of teachers able to teach Welsh, and teach through the medium of Welsh.

Figure 8: Number of Welsh medium teachers in the primary and secondary sector from 2010 to 2018 and the targets set out in *Cymraeg 2050* for Welsh medium teachers

	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	2021	2031	2050
Welsh medium primary teachers	2,812	2,872	2,869	2,934	2,891	2,867	2,853	2,827	3,100	3,900	5,200
Welsh medium secondary teachers	1,848	1,779	1,870	1,851	1,751	1,659	1,664	1,772	2,200	3,200	4,200

Figure 9: Number of students completing Initial Teacher Education courses in Wales, based on HESA's Student Record

		12/13	13/14	14/15	15/16	16/17
Primary school	Trained to teach in Welsh	160	150	145	145	115
	Not trained to teach in Welsh	510	520	480	495	525
Secondary school	Trained to teach in Welsh	100	145	115	80	80
	Not trained to teach in Welsh	705	610	570	450	425

The *Cymraeg 2050 Action Plan (2018-19)* and the *Welsh in Education Action Plan 2017-2021* include a variety of specific actions to increase the number of teachers able to teach through the medium of Welsh. For example, the *Welsh in Education Action Plan 2017-21* includes plans to:

- Work with regional consortia and the EWC, using all available data sources, to develop a full picture of practitioners' Welsh language skills and ability to teach through the medium of Welsh.
- Develop workforce planning for increasing Welsh language and Welsh-medium teachers and support staff by 2021 to include the role of ITE, Graduate Teacher Programme, incentives, supply teachers and professional learning.
- Ensure that future ITE programmes foster student teachers' appreciation of the Welsh language and provide opportunities for them to develop their proficiency in Welsh and expertise to teach through the medium of Welsh as part of their initial training.
- Evaluate the impact of the Welsh language Sabbatical Scheme.

We also know that the Welsh Government has increased the financial incentive available through the Welsh Medium Improvement Scheme for students wishing to train to teach through the medium of Welsh in secondary schools.

Despite the existence of various schemes, it is unclear whether these will lead to the increase in Welsh medium teachers needed in order to deliver the *Cymraeg 2050* strategy. This is particularly true considering the lack of progress seen during the previous Welsh Medium Education Strategy (2010-2017). Despite one of the objectives of that strategy being to build the capacity and skills of the Welsh medium workforce to ensure a sufficient supply of teachers to support the growth of Welsh medium education, no meaningful progress was seen as a result of this strategy (see figure 7).

These concerns are reiterated by a recent Welsh Government publication – '*Evaluation of Welsh-medium Provision in Initial Teacher Training*'. The report highlights the severity of the current situation within Welsh medium secondary education specifically. The report states that a number of secondary schools find it difficult filling teacher vacancies, and that some schools have to appoint non-Welsh speaking members of staff or those with very poor Welsh, noting that 'it's better for us to have somebody, than not at all'. The report states that some secondary schools draw upon the good will of teachers who have recently retired

as a 'stop gap' solution to their recruitment difficulties and that it is quite common to move existing teachers to teach a shortage subject.

The report concludes that Welsh medium ITT provision needs to almost double the number of trainees trained each year in order to meet 2031 targets in terms of the number of Welsh medium teachers. This does not account for those likely to leave the profession over the next thirteen years, nor the increasing number of Welsh medium teachers that will be needed within the English medium sector following changes to the national curriculum. There are no clear targets currently set for accredited ITT partnerships in terms of the number of Welsh medium trainees they should be aiming to recruit each year in order to meet *Cymraeg 2050* targets.

Questions for the committee to consider:

Do the Welsh Government's current plans for the Welsh medium education workforce reflect the severity of the current situation, and the extent of the challenge faced in meeting *Cymraeg 2050* objectives?

Is there a significant risk that a lack of Welsh medium teachers could undermine a fundamental part of the *Cymraeg 2050* strategy, and also Welsh language objectives which are part of the new curriculum for Wales?

Should the Welsh Government be considering more radical plans in order to address the challenges which exist in this context? For example, to what extent does the Welsh Government plan to implement recommendations from the recent report on Welsh medium ITT provision in full?

I hope these comments will prove useful as you scrutinise the development of the new curriculum for Wales.

Meri Huws
Welsh Language Commissioner

Cynulliad Cenedlaethol Cymru I National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg I Children, Young People and Education

Committee Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru I Welsh Government's progress in developing the new Curriculum for Wales

CR 26

Ymateb gan: Comisiynydd y Gymraeg Response from: Welsh Language Commissioner

Diolch ichi am y cyfle i ymateb i'r ymgynghoriad ar ddatblygiad y Cwricwlwm newydd i Gymru. Mae fymateb yn canolbwyntio ar faterion yn ymwneud â'r Gymraeg yn y cwricwlwm newydd i Gymru, ac yn benodol y berthynas rhwng y cwricwlwm newydd a strategaeth *Cymraeg 2050* Llywodraeth Cymru.

1. Sylwadau rhagarweiniol

Ar lefel gyffredinol rwyf yn croesawu'r argymhellion a gynigwyd yn adroddiad yr Athro Donaldson mewn perthynas â'r Gymraeg. Cesglir yn yr adroddiad y dylid cadw'r

Gymraeg yn rhan orfodol o'r cwricwlwm hyd at oed 16 ac y dylai 'ysgolion ganolbwyntio o'r newydd ar ddysgu Cymraeg yn bennaf fel ffordd o gyfathrebu, yn enwedig cyfathrebu a deall yr iaith lafar'. Mae'r adroddiad yn awgrymu bod angen ystyried y Gymraeg yn sgil y mae angen ei ddatblygu a'i ymarfer ar draws y cwricwlwm er mwyn sicrhau bod unigolion yn ei gweld yn ffordd naturiol o gyfathrebu. Mae'r Athro Donaldson hefyd yn pwysleisio y dylid ail-lunio cymwysterau iaith Gymraeg yn 16 oed gan roi'r pwyslais arfaethedig ar siarad, gwrando a defnyddio'r iaith yn y gweithle. Nid yn unig mae'r adroddiad yn pwysleisio rôl y cwricwlwm o ran creu siaradwyr Cymraeg, ond hefyd fod angen i'r cwricwlwm gael ei wreiddio yn niwylliant a hanes Cymru, er mwyn meithrin ymdeimlad o berchnogaeth o'r iaith fel rhan allweddol o hunaniaeth unigryw'r genedl.

Er bod gweledigaeth Donaldson yn un gadarnhaol, rwyf yn pryderu ynglŷn â sut yn union mae'r weledigaeth hon yn cael ei gwireddu yn ystod y broses o gynllunio a chyflwyno'r cwricwlwm newydd. Rhan o'r broblem yw diffyg eglurder a gwybodaeth. Y tu hwnt i ddisgrifiadau cyffredinol a haniaethol iawn ynglŷn â natur y cwricwlwm newydd, nid oes eglurder ynglŷn â natur a chynnwys y

cwricwlwm o ran y Gymraeg. Mae'n debyg bod hyn yn anorfod i ryw raddau o ystyried natur datblygu'r cwricwlwm newydd, lle mae pwyslais amlwg ar rôl ysgolion arloesi yn siapio a llunio'r cwricwlwm fesul Maes Dysgu a Phrofiad (MDPh).

Mae'r sylwadau sy'n cael eu cynnig yma felly yn cael eu gwneud ar sail darlun anghyflawn, ac ar brydiau aneglur, o'r hyn sy'n ceisio cael ei gyflawni o ran y Gymraeg yn y cwricwlwm newydd. Rwyf felly yn ystyried y papur hwn yn gyfle i rannu tystiolaeth ac i gyfrannu at y drafodaeth ynglŷn â'r broses o lunio a siapio cyfeiriad y cwricwlwm newydd o ran y Gymraeg.

2. Cyd-destun polisi

Er mai'r ddogfen *Addysg yng Nghymru: Cenhadaeth ein cenedl (2017-21)* yw cynllun gweithredu'r Llywodraeth ar gyfer addysg, *Cymraeg 2050* yw'r strategaeth sy'n darparu gweledigaeth a chyfeiriad i'r sector addysg o ran y Gymraeg.

Mae strategaeth *Cymraeg 2050* Llywodraeth Cymru yn gosod dau amcan uchelgeisiol:

- Cynyddu nifer y siaradwyr Cymraeg o 562,000 (cyfrifiad 2011) i 1 miliwn erbyn 2050.
- Cynyddu canran y boblogaeth sy'n siarad Cymraeg yn ddyddiol o 10% (yn 2013-15) i 20% erbyn 2050.

Mae strategaeth *Cymraeg 2050* yn darparu cynllun gweithredu ar gyfer rôl y sector addysg yn cynyddu'r nifer o siaradwyr Cymraeg. At hyn, ceir nifer o dargedau penodol ynglŷn â chyfraniad y sector addysg at y broses o gyrraedd miliwn o siaradwyr erbyn 2050. Mae'r camau gweithredu a'r targedau hyn yn cael eu hategu a'u datblygu ymhellach yng *Nghynllun Gweithredu y Gymraeg mewn addysg 2017-21* a hefyd yng *Nghynllun Gweithredu Cymraeg 2050 (2018-19)*.

Mae'r strategaeth a'r cynlluniau gweithredu cysylltiedig yn amlinellu nifer helaeth ac eang o bwyntiau gweithredu gwahanol. Er hyn, ymddengys bod tair ffrwd gwaith yn greiddiol i weddill y strategaeth addysg:

- Cynyddu niferoedd sy'n derbyn addysg cyfrwng Cymraeg
- Cyflwyno cwricwlwm newydd i Gymru a gweddnwedd y ffordd y mae'r Gymraeg yn cael ei dysgu mewn ysgolion cyfrwng Saesneg
- Cynyddu'r nifer o athrawon sy'n gallu dysgu drwy gyfrwng y Gymraeg ac yn gallu dysgu'r Gymraeg fel pwnc

Er bod ehangu addysg cyfrwng Cymraeg yn rhan allweddol o strategaeth *Cymraeg 2050*, mae'r Llywodraeth yn pwysleisio bod gan y sector addysg cyfrwng Saesneg gyfraniad hollbwysig i'w wneud i greu siaradwyr Cymraeg yn y dyfodol. Ar hyn o bryd ychydig iawn o ddisgyblion yn y sector addysg cyfrwng Saesneg sy'n datblygu sgiliau digonol yn y Gymraeg i ddefnyddio'r iaith mewn ffordd ystyrlon tu allan i'r dosbarth. Mae'r Llywodraeth yn glir iawn eu bod am weld y sefyllfa hon yn cael ei gweddnewid.

Mae'r taflwybr i'r miliwn o siaradwyr yn seiliedig ar y ffaith y bydd nifer gynyddol o unigolion yn gadael y sector addysg cyfrwng Saesneg yn nodi eu bod yn gallu siarad Cymraeg. Yn 2031 er enghraifft, rhagdybir y bydd 35% o fyfyrwyr yn gadael y sector addysg cyfrwng Saesneg yn nodi eu bod yn siarad Cymraeg. Yn 2050, yn y targed yw 50%.

Ffigur 1: Y taflwybr i'r miliwn o siaradwyr a chyfraniad y sector addysg. Wedi'i addasu o Gynllun gweithredu y Gymraeg mewn addysg 2017-21 Llywodraeth Cymru

Nifer siaradwyr Cymraeg	2017 570,000	2021 600,000	2026 630,000	2031 680,000	2036 750,000	2041 830,000	2046 920,000	2050 1,000,000
Sut bydd y system addysg yn cyfrannu at y targedau uchod								
Cynyddu'r nifer sy'n derbyn addysg cyfrwng Cymraeg	22% 7,700	24% 8,400		30% 10,500				40% 14,000
Cynyddu'r nifer sy'n gadael yr ysgol yn siarad Cymraeg	Cyflwyno cwricwlwm newydd i Gymru			55% (19,000)	Holl ddysgwyr			70% (24,500)
				35% (8,500)	Sector cyfrwng Saesneg			50% (10,500)
Athrawon cynradd sy'n addysgu drwy gyfrwng y Gymraeg	2,900	3,100		3,900				5,200
Athrawon uwchradd sy'n addysgu drwy gyfrwng y Gymraeg	1,800	2,200		3,200				4,200
Athrawon uwchradd sy'n addysgu y Gymraeg fel pwnc	500	600		900				1,200

Yn ôl cynlluniau a strategaethau'r Llywodraeth, cyflwyno cwricwlwm newydd i Gymru fydd yn ysgogi'r newidiadau hyn i'r ffordd y bydd y Gymraeg yn cael ei haddysgu mewn ysgolion cyfrwng Saesneg. Rhan allweddol o gyflwyno'r cwricwlwm fyddiddymu'r cymhwyster Cymraeg ail-iaith, a datblygu un continwrm ieithyddol ar gyfer addysgu'r Gymraeg ar draws ysgolion Cymru.

3. Cyd-destun hanesyddol

Mae'r Gymraeg wedi bod yn bwnc statudol yng Nghwricwlwm Cymru yng Nghyfnodau Allweddol 1, 2 a 3 ers 1990, ac yng Nghyfnod Allweddol 4 ers 1999.

Er bod astudio Cymraeg yn orfodol, mae cryn amrywiaeth yn cwricwlwm y bydd disgyblion yn ei ddilyn, ac mae'r amser a ddyrennir i astudio'r pwnc yn amrywio'n sylweddol rhwng ysgolion gwahanol. Yn gyffredinol, bydd unigolion naill ai yn dilyn cymhwyster Cymraeg iaith gyntaf neu Gymraeg ail iaith. Mae hefyd amrywiaeth eang yng nghyfrwng iaith gweddill y cwricwlwm, sy'n hynod arwyddocaol o ran deilliannau ieithyddol tebygol y dysgwyr. Mae mwyafrif y myfyrwyr sy'n mynychu addysg cyfrwng Cymraeg yn dilyn cymhwyster Cymraeg iaith gyntaf. Mae mwyafrif y myfyrwyr sy'n mynychu addysg cyfrwng Saesneg yn dilyn cymhwyster Cymraeg ail iaith. Mae'r sefyllfa yn fwy cymhleth ac amrywiol yng nghyd-destun trefniadau disgyblion mewn ysgolion dwyieithog, o ran pa gymhwyster Cymraeg y byddant yn ei ddilyn beth yw cyfrwng iaith gweddill y cwricwlwm.

Ffigur 2: categorïau ieithyddol ysgolion cynradd Cymru (yn seiliedig ar ddata CYBLD).

Categori Ysgol	Disgrifiad	Nifer yr ysgolion 2017/18	% disgyblion 2017/18
Ysgol gynradd cyfrwng Cymraeg	O leiaf 70% o'r dysgu drwy gyfrwng y Gymraeg ac mae disgwyl i'r myfyrwyr drosglwyddo i addysg uwchradd cyfrwng Gymraeg	368 29%	21%
Ysgol gynradd dwy ffrwd	Dau fath o ddarpariaeth yn bodoli ochr yn ochr, un ffrwd cyfrwng Cymraeg ac un ffrwd cyfrwng Saesneg	32 2.5%	3%
Ysgol gynradd trawsnewidiol	Categori dros dro fel arfer lle mae 50-70% o'r dysgu yn Gymraeg ac mae disgwyl y bydd y mwyafrif o'r disgyblion yn mynychu addysg uwchradd cyfrwng Saesneg	4 <1%	<1%
Ysgol gynradd cyfrwng Saesneg yn bennaf	Y Gymraeg yn cael ei defnyddio 20-50% o'r amser dysgu ac mae disgwyl y bydd mwyafrif y disgyblion yn mynychu addysg uwchradd cyfrwng Saesneg	33 2.5%	2%
Ysgol gynradd cyfrwng Saesneg	Y Saesneg sy'n cael ei defnyddio ar gyfer addysgu'r cwricwlwm ac mae'r Gymraeg yn cael ei haddysgu fel ail iaith. Mae disgwyl i'r disgyblion drosglwyddo i addysg uwchradd cyfrwng Saesneg	824 65%	74%

Ffigur 3: categorïau ieithyddol ysgolion uwchradd Cymru (yn seiliedig ar ddata CYBLD).

Categori Ysgol	Disgrifiad	Nifer yr ysgolion 2018/17	% disgyblion 2018/17
Ysgol uwchradd cyfrwng Cymraeg	Pob pwnc (heblaw Saesneg) yn cael ei ddysgu drwy gyfrwng y Gymraeg	18 (9%)	8.7%
	2A o leiaf 80% o'r pynciau yn Gymraeg yn unig	15 (8%)	4.5%
	2B o leiaf 80% o'r pynciau ar gael yn Gymraeg, ond hefyd ar gael yn Saesneg	10 (5%)	5%

Ysgol uwchradd ddwyieithog	2C	50-79% ar gael yn Gymraeg ond hefyd ar gael yn Saesneg	4 (2%)	1.4%
	2CH	addysgir pob pwnc i bob disgybl gan ddefnyddio'r naill iaith a'r llall	-	-
Ysgol uwchradd Saesneg ond a defnydd sylweddol o'r Gymraeg		20-49% o'r pynciau ar gael drwy gyfrwng y Gymraeg, ond pob pwnc yn cael ei ddysgu drwy gyfrwng y Saesneg hefyd.	8 (4%)	4.1%
Ysgol uwchradd cyfrwng Saesneg		Y cwricwlwm yn bennaf yn Saesneg a'r Gymraeg yn cael ei haddysgu fel ail iaith	140 (72%)	76.2%

Rhan o gymhlethdod y term 'addysg ddwyieithog' yw ei fod yn aml yn cael ei ddefnyddio at bwrpas amrywiol ac i gyfeirio at ystod eang o raglenni addysg sydd ag amcanion ieithyddol gwahanol. Mae'n bwysig nodi nad yw pob ffurf o addysg ddwyieithog o reidrwydd yn arwain at ddwyieithrwydd o safbwynt y dysgwyr.

Yng Nghyfnod Allweddol 4 mae disgyblion naill ai yn dewis astudio cymhwyster Cymraeg iaith gyntaf, neu gymhwyster Cymraeg ail iaith. Yn y gorffennol mae disgyblion cwrs Cymraeg ail iaith wedi cael dewis pellach rhwng dilyn cwrs llawn neu fyr, a hefyd yr opsiwn o ddilyn fersiwn gymhwysol o'r cyrsiau hyn.

Mae tua 80% o'r disgyblion yng Nghymru sy'n dewis sefyll arholiad pwnc Cymraeg TGAU yn dewis un o'r opsiynau Cymraeg ail iaith. O'r rheini, mae mwy bob tro yn dewis y cwrs Cymraeg ail iaith byr o'i gymharu â'r cwrs llawn.

Yn hanesyddol mae lefel cyrhaeddiad disgyblion mewn Cymraeg ail iaith wedi bod yn isel o gymharu â phynciau eraill.

Nid yw Cymraeg ail iaith yn bwnc craidd yng Nghwricwlwm Cenedlaethol Cymru ac felly nid yw lefelau cyrhaeddiad yn y pwnc hwn yn cael eu hystyried mor bwysig â lefel cyrhaeddiad mewn pynciau craidd eraill wrth fesur perfformiad ysgolion. Mae'n debyg bod hyn yn egluro pam nad yw nifer sylweddol o ddisgyblion yng Nghymru yn ennill unrhyw gymhwyster yn y Gymraeg.

Ffigur 4: Canran y disgyblion ym Mlwyddyn 2 a 9 a asesir yn Gymraeg (iaith gyntaf) fel rhan o asesiadau athrawon (data o adroddiad blynyddol Llywodraeth Cymru ar Strategaeth y Gymraeg 2012-17).

	2009	2010	2011	2012	2013	2014	2015	2016
Blwyddyn 2	21%	21.8%	21.9%	21.9%	22.4%	22.2%	22.2%	22%
Blwyddyn 9	15.9%	16%	16.3%	16.8%	17%	17.1%	17.8%	17.9

Ffigur 5: Canran y disgyblion a gofrestrwyd ar gyfer y mathau gwahanol o arholiadau Cymraeg yng Nghyfnod Allweddol 4 rhwng 2010-17 (yn seiliedig ar ddata arholiadau CBAC). Nid yw'r ffigyrau hyn yn cynnwys y nifer sylweddol o ddisgyblion na wnaeth eistedd arholiad Cymraeg o gwbl.

	Cymraeg iaith gyntaf	Cymraeg ail iaith llawn	Cymraeg ail iaith llawn cymhwysol	Cymraeg ail iaith byr	Cymraeg ail iaith byr cymhwysol
2010	19%	26%	10%	36%	9%
2011	19%	25%	10%	35%	11%
2012	18%	28%	6%	35%	13%
2013	18%	27%	6%	37%	11%
2014	18%	26%	8%	37%	11%
2015	18%	29%	8%	35%	10%
2016	17%	28%	8%	38%	9%
2017	21%	31%	9%	35%	5%

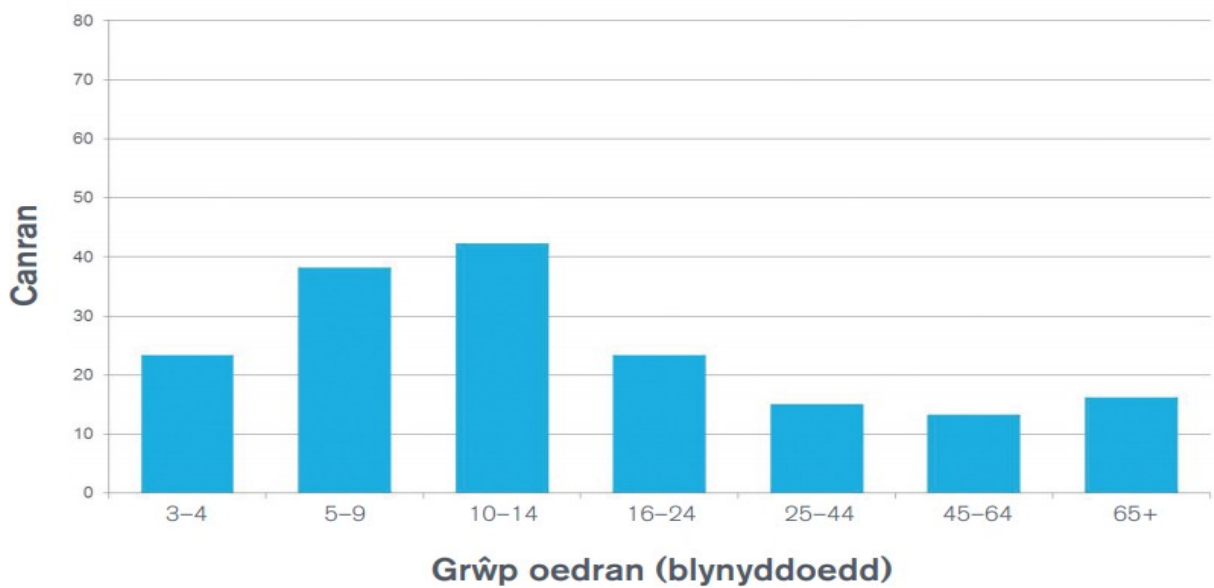
Ffigur 6: Canran y disgyblion a gafodd A* i C mewn TGAU Cymraeg ail iaith 2010-17 (yn seiliedig ar ddata arholiadau CBAC).

	Cymraeg ail iaith llawn	Cymraeg ail iaith llawn cymhwysol	Cymraeg ail iaith byr	Cymraeg ail iaith byr cymhwysol
2010	73.8	70.3	49.4	40.9
2011	73.8	66.3	49.2	45.5
2012	74.1	72.2	49.5	50.0
2013	76.6	78.3	49.5	52.5
2014	76.5	81.7	52.3	44.4
2015	78.5	82.9	51.8	48.0
2016	78.8	82.0	52.6	50.0
2017	79.8	80.3	54.2	60.8

Mae amryw o adroddiadau gwahanol yn llunio casgliadau hynod feirniadol o'r graddau y mae dilyn cwrs Cymraeg ail iaith yn llwybr effeithiol ar gyfer creu siaradwyr Cymraeg rhugl. Mae adolygiad yr Athro Sioned Davies (2013) yn nodi ei bod yn 'unfed awr ar ddeg ar Gymraeg ail iaith', gan mai niferoedd bach iawn o'r disgyblion sy'n astudio Cymraeg ail iaith sy'n datblygu sgiliau digonol yn y Gymraeg iddefnyddio'r iaith y tu hwnt i'r ystafell ddosbarth. Mae casgliadau adroddiad annibynnol gan Robert Hill (2013) yn debyg gan nodi mai dim ond mewn un o bob deg ysgol y mae disgyblion yn gwneud cynnydd ardderchog wrth gaffael sgiliau Cymraeg ail iaith. Mae Adroddiad Blynyddol 2017-18 Estyn yn nodi mai 'dim ond mewn rhyw chwarter o ysgolion uwchradd cyfrwng Saesneg y mae disgyblion yn parhau i ddatblygu'u medrau Cymraeg' ac yng ngweddill yr ysgolion nad yw 'disgyblion yn datblygu'u medrau siarad Cymraeg yn ddigon da...ac nid yw'r hyder ganddynt i geisio siarad Cymraeg.'

Mae tystiolaeth o ddata cyfrifiad 2011 yn cefnogi casgliadau'r arbenigwyr hyn. Er bod y Gymraeg wedi bod yn bwnc statudol ar draws pob cyfnod allweddol yng Nghymru er 1999, ac felly bod y mwyafrif helaeth o unigolion yn y categori 16-24 oed wedi derbyn cwricwlwm lle mae'r Gymraeg yn elfen orfodol, dim ond 22% ohonynt sy'n nodi eu bod yn gallu siarad Cymraeg.

Ffigur 7: Canran y boblogaeth yng Nghymru â'r gallu i siarad Cymraeg fesul grŵp oedran (yn ôl Cyfrifiad 2011).



Er na ellir gwybod yn union beth yw cyfansoddiad y 22% o ran cyfrwng iaith eu haddysg, mae'r ffaith fod y ffigur yma yn agos iawn at y nifer sydd wedi derbyn addysg cyfrwng Gymraeg, neu wedi dilyn llwybr Cymraeg iaith gyntaf, yn awgrymu mai ychydig iawn o'r unigolion sydd wedi derbyn cwricwlwm Cymraeg ail-iaith sy'n eu hystyried eu hunain yn siaradwyr Cymraeg yn y tymor hir.

Er bod ffigyrau grŵp oedran 10-14 oed yn llawer uwch, gellir cwestiynu i ba raddau mae'r ffigyrau hyn yn adlewyrchu enillion ieithyddol dilys. Hynny yw, naill ai mae nifer helaeth o'r unigolion hyn yn colli'r gallu i ddefnyddio'r iaith wedi iddynt adael yr ysgol, neu mae'r data'n annibynadwy yn y lle cyntaf (er enghraifft oherwydd bod y rheini sy'n gyfrifol am ymateb i'r cyfrifiad yn goramcangyfrif sgiliau Cymraeg eu plant).

Mae'r ystadegau uchod a'r dystiolaeth gan arbenigwyr yn awgrymu mai cyfyngedig iawn yw cyfraniad y sector cyfrwng Saesneg at greu siaradwyr Cymraeg. Mae'n ymddangos bod tua 80% o ddisgyblion Cymru yn dilyn cwricwlwm a threfniadau addysgu'r Gymraeg nad yw yn ei hanfod yn arwain at ruglder yn y Gymraeg.

Mae'r casgliadau hyn o Gymru hefyd yn adlewyrchu'r dystiolaeth sy'n deillio o lenyddiaeth academaidd ryngwladol ar fodelau addysg sy'n arwain at ddwyieithrwydd. Mae tystiolaeth hynod gryf o'r ymchwil ryngwladol yn dangos llwyddiant addysg drochi fel model sy'n galluogi plant i ddod yn rhugl mewn iaith leiafrifol, a hynny heb unrhyw effeithiau negyddol ar eu cyrhaeddiad yn yr iaith fwyafrifol, nac ychwaith ar eu perfformiad ar draws weddill y cwricwlwm. Mae'r dystiolaeth hefyd yn awgrymu'n gryf nad yw dysgu iaith leiafrifol fel ail-iaith yn debygol o arwain at ddwyieithrwydd.

Er bod yr ymchwil academaidd ar addysg ddwyieithog yn gallu bod yn ddyrys, mae'r neges gyffredinol yn un weddol syml. Os yw dwyieithrwydd yn nod i'r sector addysg yng Nghymru fel modd o gyrraedd targedau strategaeth 2050, yna rhaglen addysg lle mae'r Gymraeg yn cael ei defnyddio fel cyfrwng dysgu ar gyfer rhan sylweddol o'r cwricwlwm sy'n debygol o greu unigolion gwirioneddol ddwyieithog. Mae sicrhau dwyster mewnbwn cyfrwng Gymraeg yn ystyriaeth hanfodol wrth gynllunio darpariaeth iaith ar draws y cwricwlwm. Yn y cyd-destun hwn mae'n hollbwysig ystyried y cyd-destun cymdeithasol ac ieithyddol yng Nghymru, lle bo'r Gymraeg yn iaith leiafrifol, a'r Saesneg yn iaith sydd drechaf yn niwylliant boblogaidd a chyfryngol byd eang. Gan nad yw'n faes chwarae gwastad rhwng iaith fwyafrifol ac iaith leiafrifol yng nghyswllt y Gymraeg a'r Saesneg yng Nghymru, derbynnir, yn sicr yn achos disgyblion iau, fod angen i gyfran yr addysg a gyflwynir drwy gyfrwng y Gymraeg fod yn ddwysach na'r Saesneg.

4. Cwestiynau a phryderon am ddatblygiad y cwricwlwm newydd

4. 1. Y cwricwlwm mewn ysgolion cyfrwng Gymraeg

Nid yw'n glir beth yw goblygiadau argymhellion Donaldson i gwricwlwm y Gymraeg mewn ysgolion cyfrwng Gymraeg. Mae'n ymddangos fod amryw o'r argymhellion o ran y Gymraeg wedi'u hysgrifennu o safbwynt ysgolion cyfrwng Saesneg, ac nid oes ystyriaeth o'r gwahaniaethau sylweddol sy'n bodoli rhwng ysgolion yng Nghymru.

Un o brif argymhellion Donaldson yw y dylai 'ysgolion ganolbwyntio o'r newydd ar ddysgu Gymraeg yn bennaf fel ffordd o gyfathrebu, yn enwedig cyfathrebu a deall yr iaith lafar'. Mae hyn yn ddigon rhesymol o safbwynt ysgolion cyfrwng Saesneg efallai, ond lle mae hyn yn gadael disgyblion yn y sector cyfrwng Gymraeg? Mae mwyafrif disgyblion yn y sector cyfrwng Gymraeg yn rhugl ac yn deall yr iaith lafar erbyn diwedd blwyddyn gyntaf eu haddysg statudol. Mae Donaldson hefyd yn pwysleisio bod angen i'r Gymraeg gael ei hystyried yn sgil sydd angen ei ddatblygu a'i ymarfer ar draws y cwricwlwm. Dyma, wrth gwrs, yw hanfod addysg cyfrwng Gymraeg ac felly mae'n anodd gweld perthnasedd yr argymhellion hyn i'r sector hwn.

Mae Donaldson hefyd yn argymhell y dylid ail-lunio cymwysterau iaith Gymraeg yn 16 oed â'r pwyslais arfaethedig ar siarad, gwrando a defnyddio'r iaith yn y gweithle. Unwaith eto, mae'r argymhellion hyn yn gwneud synnwyr mewn cyd-destun addysg cyfrwng Saesneg, ond byddai'r rhain yn ddisgwyliadau hynod isel i fyfyrwyr mewn addysg cyfrwng Gymraeg.

Cwestiynau i'r pwyllgor eu hystyried:

- Er bod y cysyniad o gontinwwm ieithyddol yn awgrymu bod angen meddalau rhywfaint ar y ffiniau rhwng sectorau addysg gwahanol yng Nghymru, mae'n amlwg y bydd angen (yn y tymor byr o leiaf) i'r cwricwlwm newydd adlewyrchu'r gwahaniaethau sylfaenol sy'n bodoli rhwng ysgolion cyfrwng Cymraeg ac ysgolion cyfrwng Saesneg. Sut bydd trefniadau ymarferol addysgu'r Gymraeg, a gweddill y cwricwlwm newydd, yn amrywio rhwng ysgolion cyfrwng Cymraeg, dwyieithog, a chyfrwng Saesneg?
- Sut bydd un cwricwlwm ac un continwwm ieithyddol yn gallu gosod disgwyliadau a chanlyniadau addysgu addas ar gyfer disgyblion y sector cyfrwng Cymraeg a disgyblion y sector cyfrwng Saesneg? A yw hyn yn rhesymegol bosibl ac yn ddelfrydol?

Y cwricwlwm mewn ysgolion cyfrwng Saesneg

Rwyf yn cytuno'n llwyr â'r Llywodraeth bod angen newid y sefyllfa gyfredol lle mae mwyafrif disgyblion Cymru yn dilyn rhaglen addysgol nad yw'n arwain at ddwyieithrwydd. Nid yn unig mae'n fater o anghydraddoldeb cymdeithasol, mae hefyd yn hollol eglur na fydd gweledigaeth a thargedau *Cymraeg 2050* yn cael eu gwireddu oni bai bod rhywbeth radical yn cael ei wneud i newid y sefyllfa bresennol.

Un rhan o strategaeth y Llywodraeth i weddnewid y sefyllfa gyfredol yw cynyddu nifer y disgyblion sy'n cael addysg cyfrwng Gymraeg neu ddwyieithog. Rhan arall o'r strategaeth yw newid deilliannau ieithyddol y disgyblion hynny sydd yn y sector cyfrwng Saesneg. Yn y cyd-destun hwn, mae strategaeth *Cymraeg 2050* y Llywodraeth yn gofyn inni symud o sefyllfa lle nad yw'r sector cyfrwng Saesneg yn cyfrannu fawr ddim at greu siaradwyr Cymraeg rhugl a hyderus, i sefyllfa lle bydd 50% o ddisgyblion y sector yn nodi eu bod yn gallu siarad Cymraeg ar ddiwedd eu haddysg. O ystyried y dystiolaeth a gyflwynwyd uchod (rhan 3 yn benodol) mae'n amlwg bod angen newidiadau pellgyrhaeddol er mwyn cyflawni hyn.

Yr hyn nad yw'n eglur yng nghynlluniau a strategaethau'r Llywodraeth ar hyn o bryd yw sut yn union y bwriedir cyflawni hyn. Mae'r Llywodraeth yn nodi mai cyflwyno cwricwlwm newydd, diddymu Cymraeg ail iaith a chyflwyno un continwwm ieithyddol ar gyfer dysgu ac addysgu'r Gymraeg fydd yn gyrru'r newidiadau pellgyrhaeddol i'r sector addysg cyfrwng Saesneg. Nid yw datganiadau o'r fath, fodd bynnag, ynegluro beth yn union fydd y newidiadau eu hunain. Hynny yw, nid yw ymrwymo i ddiddymu Cymraeg ail iaith a datblygu un continwwm ar gyfer disgrifio ac asesu sgiliau ieithyddol disgyblion gyfystyr ag

egluro sut y bwriedir gwella safonau yn y sgiliau hyn yn y lle cyntaf. Ar hyn o bryd mae'n anodd iawn gweld beth yw'r diwygiadau arwyddocaol sydd am wyrdroi deilliannau ieithyddol disgyblion yn y sector addysg cyfrwng Saesneg.

Y prif ffactor dros ddiffyg cynnydd yn sgiliau Cymraeg disgyblion yn y sector addysg Saesneg yw'r ffaith eu bod yn dilyn model addysg cyfrwng Saesneg nad yw yn ei hanfod, ac fel y dengys ymchwil Gymreig a rhyngwladol, yn creu unigolion dwyieithog. Er bod y Llywodraeth yn awyddus i gael gwared â chanlyniadau ieithyddol Cymraeg ail iaith, nid yw'n eglur a ydynt yn ymrwmo i newid yr amgylchiadau addysgol a strwythurol sy'n arwain at y canlyniadau hyn yn y lle cyntaf. O ystyried y sefyllfa gymdeithasol-ieithyddol sy'n bodoli yng Nghymru heddiw, mae'n anodd gweld sut gall unrhyw newidiadau i gwricwlwm, cymwysterau, neu ddulliau dysgu o fewn model addysg 'cyfrwng Saesneg' arwain at y deilliannau a ragwelir yn strategaeth *Cymraeg 2050* y Llywodraeth. Mae hyn yn arbennig o wir o gofio bod gweledigaeth *Cymraeg 2050* yn trafod hyfywedd a defnydd yr iaith, yn ogystal â'r nifer sy'n gallu siarad Cymraeg.

Ar brydiau mae'n ymddangos bod y Llywodraeth yn ystyried newidiadau sylweddol o'r fath fel rhan o'r broses o 'ddiddymu Cymraeg ail iaith' ac i gyflwyno'r cwricwlwm a'r continwmm newydd. Er enghraifft, mae *Cynllun Gweithredu 2018-19 Cymraeg 2050* yn nodi'r bwriad i '*adolygu'r broses ar gyfer cynyddu cyfran yr addysgu a'r dysgu cyfrwng Cymraeg mewn ysgolion*'. Yn ogystal â hyn, comisiynodd y Llywodraeth ddau ddarn o waith ymchwil ar ddulliau effeithiol o addysgu ail-iaith gyda'r pwrpas penodol o arwain y gwaith o ddiwygio'r cwricwlwm o ran y Gymraeg. Mae'r ddau ddarn ymchwil yn awgrymu mai'r dull mwyaf effeithiol o greu siaradwyr dwyieithog mewn cyd-destun iaith leiafrifol yw drwy ddefnyddio dull Dysgu Cynnwys ac Iaith Integredig (DCII). Er bod cryn amrywiaeth yn bodoli ynglŷn â threfniadau a natur DCII mewn cyd-destunau gwahanol, mae'r dull yn seiliedig ar athroniaeth addysg drochi. Hynny yw, mae DCII yn seiliedig ar yr egwyddor bod angen defnyddio'r iaith darged (Cymraeg yn achos Cymru) yn gyfrwng dysgu am ran sylweddol o'r cwricwlwm, a bod i hyn fanteision o ran caffael ail iaith a hefyd o ran cynyddu dealltwriaeth o'r pwnc dan sylw. Byddai gweithredu'r argymhellion hyn yn golygu i bob pwrpas newid cyfrwng iaith ysgolion. Byddai mabwysiadu dull DCII yn golygu bod rhan sylweddol o'r cwricwlwm yn cael ei haddysgu drwy gyfrwng y Gymraeg fyddai i bob pwrpas yn golygu symud o fodel addysg cyfrwng Saesneg i fodel addysg ddwyieithog. Mae hefyd amryw o bwyntiau gweithredu yn ymwneud â datblygu sgiliau Cymraeg y gweithlu presennol, a fyddai wrth gwrs yn angenrheidiol er mwyn cyflwyno cwricwlwm yn ddwyieithog.

Cwestiynau i'r pwyllgor eu hystyried:

- Yn ôl taflwybr i'r miliwn Llywodraeth Cymru, yn 2031 bydd y sector cyfrwng Saesneg yn creu 8,500 o siaradwyr Cymraeg fesul blwyddyn ysgol, ac yn 10,500 fesul blwyddyn ysgol yn 2050. Beth yw'r newidiadau fydd yn cael eu cyflwyno i'r sector cyfrwng Saesneg er mwyn cyflawni'r targedau hyn, o gofio wrth gwrs nad yw'r sector yn cyfrannu fawr ddim at y nod o greu siaradwyr Cymraeg ar hyn o bryd?
- Beth yw gweledigaeth y Llywodraeth o ran natur a chyfrwng ieithyddol y cwricwlwm mewn ysgolion cyfrwng Saesneg yn y dyfodol?
- Sut bydd y cwricwlwm a'r continwwm ieithyddol yn hwyluso'r newidiadau sydd eu hangen?
- Os yw'r Llywodraeth yn bwriadu gweithio yn raddol i gynyddu cyfran y cwricwlwm sy'n cael ei haddysgu drwy gyfrwng y Gymraeg, yna beth yw'r strategaeth ar gyfer gyrru'r newidiadau hyn? Yn wahanol i'r cynlluniau manwl ynglŷn ag ehangu addysg cyfrwng Cymraeg a dwyieithog, nid yw'n glir bod strategaeth yn bodoli ar gyfer gweithredu'r fath newidiadau pellgyrhaeddol i'r sector addysg cyfrwng Saesneg.

Y cwricwlwm a'r gweithlu

Er bod rhywfaint o amwyster ynglŷn â natur y cwricwlwm newydd o ran y Gymraeg, mae'n amlwg mai un ffactor allweddol i lwyddiant y diwygiadau fydd sicrhau bod digon o athrawon sy'n gallu addysgu trwy gyfrwng y Gymraeg. Mae'n debyg bod hyn yn adlewyrchu egwyddor fwy cyffredinol ynghylch pwysigrwydd athrawon i wireddu holl weledigaeth Donaldson.

Mae strategaeth *Cymraeg 2050* yn cynnwys targedau penodol i gynyddu nifer yr athrawon sy'n gallu dysgu'r Gymraeg, a dysgu trwy gyfrwng y Gymraeg.

Ffigur 8: Nifer athrawon cyfrwng Cymraeg yn y sector cynradd ac uwchradd rhwng 2010 i 2018 a thargedau *Cymraeg 2050* o ran athrawon cyfrwng Cymraeg

	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	2021	2031	2050
Athrawon cynradd cyfrwng Cymraeg	2,812	2,872	2,869	2,934	2,891	2,867	2,853	2,827	3,100	3,900	5,200
Athrawon uwchradd cyfrwng Cymraeg	1,848	1,779	1,870	1,851	1,751	1,659	1,664	1,772	2,200	3,200	4,200

Ffigur 9: Nifer y myfyrwyr yn cwblhau cyrsiau Addysg Gychwynnol i Athrawon yng Nghymru, yn seiliedig ar Gofnod Myfyrwyr yr Asiantaeth Ystadegau Addysg Uwch (HESA)

		12/13	13/14	14/15	15/16	16/17
Ysgol Gynradd	Wedi hyfforddi i addysgu yn Gymraeg	160	150	145	145	115
	Heb hyfforddi i addysgu yn Gymraeg	510	520	480	495	525
Ysgol Uwchradd	Wedi hyfforddi i addysgu yn Gymraeg	100	145	115	80	80
	Heb hyfforddi i addysgu yn Gymraeg	705	610	570	450	425

Mae Cynllun gweithredu Cymraeg 2050 (2018-19) a Chynllun gweithredu'r Gymraeg mewn addysg 2017-21 yn cynnwys amryw o bwyntiau gweithredu penodol er mwyn cynyddu'r nifer o athrawon sy'n gallu addysgu trwy gyfrwng y Gymraeg. Erenghraifft mae Cynllun gweithredu y Gymraeg mewn addysg 2017-21 yn cynnwys:

- Gweithio gyda chonsortia rhanbarthol â Chyngor y Gweithlu Addysg, gan ddefnyddio'r holl ffynonellau data sydd ar gael, i greu darlun llawn o sgiliau Cymraeg ymarferwyr a'u gallu i addysgu drwy gyfrwng y Gymraeg.
- Datblygu'r gwaith o gynllunio'r gweithlu i gynyddu nifer yr athrawon a staff cymorth Cymraeg a chyfrwng Cymraeg erbyn 2021 i gynnwys rôl addysg gychwynnol i athrawon, Rhaglen Addysg i Raddedigion, cymelldaliadau, athrawon cyflenwi a dysgu proffesiynol.
- Sicrhau bod rhaglenni addysg gychwynnol i athrawon yn y dyfodol yn meithrin gwerthfawrogiad athrawon dan hyfforddiant o'r Gymraeg ac yn darparu cyfleoedd iddynt ddatblygu eu hyfedredd yn y Gymraeg a'u harbenigedd i addysgu drwy gyfrwng y Gymraeg fel rhan o'u hyfforddiant cychwynnol.
- Gwerthuso traweffaith y Cynllun Sabothol

Gwyddom hefyd fod y Llywodraeth wedi cynyddu'r cymhelliad ariannol sydd ar gael drwy'r Cynllun Gwella Cyfrwng Cymraeg i fyfyrwyr sydd am hyfforddi i addysgu drwy gyfrwng y Gymraeg mewn ysgolion uwchradd.

Er bod amryw o gynlluniau yn bodoli felly, nid yw'n glir a fydd y rhain yn arwain at y cynnydd mewn athrawon cyfrwng Cymraeg sydd ei angen er mwyn gwireddu strategaeth Cymraeg 2050. Mae hyn yn arbennig o wir o ystyried y diffyg cynnydd a welwyd yn ystod oes y Strategaeth Addysg Gymraeg flaenorol (2010-2017). Er

mai un o amcanion y strategaeth honno oedd adeiladu capasiti a sgiliau'r gweithlu cyfrwng Cymraeg er mwyn sicrhau bod cyflenwad digonol o athrawon i gefnogi'r twf mewn addysg cyfrwng Cymraeg, ni welwyd unrhyw gynnydd ystyrlon yn sgil y strategaeth hon (gweler ffigur 7).

Mae'r pryderon hyn yn cael eu hategu gan gyhoeddiad diweddar y Llywodraeth - *'Gwerthusiad o Ddarpariaeth Cyfrwng Cymraeg mewn Addysg Gychwynnol I Athrawon'*. Mae'r adroddiad yn amlygu difrifoldeb y sefyllfa gyfredol o fewn addysg uwchradd cyfrwng Cymraeg yn benodol. Mae'r adroddiad yn nodi bod amryw o ysgolion uwchradd yn cael trafferth recriwtio athrawon ar gyfer swyddi gwag, a bod rhai ysgolion yn gorfod penodi staff di-Gymraeg neu sydd â Chymraeg gwan iawn, gan nodi ei bod yn 'well cael rhywun na neb o gwbl'. Nodir yn yr adroddiad bod rhai ysgolion uwchradd yn manteisio ar ewyllys da athrawon sydd wedi ymddeol fel ateb 'dros dro' i'w hanawsterau recriwtio a'i bod yn eithaf cyffredin symud athrawon presennol i addysgu pwnc mewn maes lle'r oedd prinder.

Mae'r adroddiad yn dod i'r casgliad bod angen i ddarpariaeth AGA cyfrwng Cymraeg bron ddyblu nifer yr hyfforddeion sy'n cael eu hyfforddi'n flynyddol er mwyn cyrraedd targedau 2031 o ran nifer o athrawon cyfrwng Cymraeg. Nid yw hyn yn ystyried y rhai sy'n debygol o adael y proffesiwn dros y tair blynedd ar ddeg nesaf, na chwaith y nifer gynyddol o athrawon cyfrwng Cymraeg fydd eu hangen ar y sector cyfrwng Saesneg yn sgil newidiadau i'r cwricwlwm cenedlaethol. Ar hyn o bryd nid oes targedau clir wedi'u gosod i'r partneriaethau AGA achredig o ran nifer o hyfforddeion cyfrwng Cymraeg y dylent fod yn anelu at eu recriwtio yn flynyddol er mwyn gwireddu targedau Cymraeg 2050.

Cwestiynau i'r pwyllgor eu hystyried:

- A yw cynlluniau presennol y Llywodraeth o ran y gweithlu addysg cyfrwng Cymraeg yn adlewyrchu difrifoldeb y sefyllfa gyfredol, a maint yr her sy'n bodoli er mwyn cyflawni amcanion Cymraeg 2050?
- A oes perygl y bydd diffyg athrawon cyfrwng Cymraeg yn tanseilio rhan sylfaenol o strategaeth Cymraeg 2050, a hefyd yr amcanion o ran y Gymraeg sy'n rhan o'r cwricwlwm newydd i Gymru?
- A ddylai'r Llywodraeth ystyried cynlluniau mwy radical er mwyn mynd i'r afael â'r heriau sy'n bodoli yn y cyd-destun hwn? Er enghraifft, i ba raddau mae'r Llywodraeth yn bwriadu gweithredu argymhellion yr adroddiad diweddar ar ddarpariaeth AGA cyfrwng Cymraeg yn llawn?

Gobeithio bydd y sylwadau hyn o gymorth ichi wrth graffu ar ddatblygiad y cwricwlwm newydd i Gymru.

Meri Huws

Comisiynydd y Gymraeg

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 27

Ymateb gan: Prifysgol Metropolitan Caerdydd Response from: Cardiff Metropolitan University

I am writing to offer feedback relating to the following areas;

- The involvement of academic and other external expertise in informing curriculum design;
- How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs;

I am pleased that academic and external experts are being utilised to achieve what is set to be a ground-breaking and important new direction for Welsh education. As Chair of Literature Wales I am particularly pleased the national company was consulted to feed into the Cross-Curriculum Responsibilities work earlier in 2018. Literature Wales is a keen ambassador for the literary arts and we believe that Welsh children have the right to access and experience literature throughout and across the curriculum. Literature Wales has considerable expertise in and knowledge of the literary sector and it is also at the heart of its development. I look forward to the continuation of Literature Wales's contribution to the Welsh curriculum.

In addition to this, through my academic role at Cardiff Met, I have recently been involved in developing the Guiding Principles aspect of the curriculum through a Successful Futures Professional Learning Research and Development tender for the Expressive Arts AoLE. Our research group has drawn together pedagogy experts as well as Expressive Arts research leaders and practitioners. This multi-disciplinary approach offers breadth and depth. As our University has a team working on the Health and Well-being AoLE and other universities from around Wales are working on the remaining AoLEs, I am convinced that Welsh Government are drawing on the best equipped and knowledgeable partners possible to move Welsh education into a brighter future.

Finally, as a writer of poetry and fiction I would like to underline how important I feel it is that the Expressive Arts have a central place in the Welsh Curriculum. In other environments the arts are so often marginalised or

removed. I feel that this inclusion of Expressive Arts (I include literature and the literary arts in my understanding of this) through the curriculum will also work to support a number of the Well-being Goals from the Future Generations act, specifically A resilient Wales; A healthier Wales; A Wales of cohesive communities; A Wales of vibrant culture and thriving Welsh Language.

I look forward to learning the conclusions of the scrutiny session in due course.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 28

Ymateb gan: Cymdeithas Genedlaethol Prifathrawon Cymru
Response from: National Association of Head Teachers (NAHT)

NAHT represents more than 29,000 school leaders in early years, primary, secondary and special schools, making us the largest association for school leaders in the UK.

We represent, advise and train school leaders in Wales, England and Northern Ireland. We use our voice at the highest levels of government to influence policy for the benefit of leaders and learners everywhere.

Our new section, NAHT Edge, supports, develops and represents middle leaders in schools.

Work being undertaken to develop and design the new curriculum

In response to the list of questions raised within the committee letter, NAHT Cymru present the following evidence. Many of the responses will address more than one of the specific questions at the same time.

1. The progress of the draft curriculum appears to be quite clearly explained via the Welsh Government channels to schools, such as the Dysg newsletters and related podcasts. However, it is difficult to ascertain how well understood this information is at school level and how many schools directly engage with these communications channels.
2. Headteachers have the challenge of ensuring critical information gets to the right staff at the right time within their schools, without overly bombarding with every piece of information concerning current reforms, as this would inhibit staff from fulfilling current duties to children and young people effectively.
3. The development of draft versions of key pieces of the curriculum structure within each Area of Learning and Experience (AoLE), such as the 'What matters' statements, the progression steps and the subsequent achievement outcomes, as outlined during the Summer Term 2018, indicate that the overall shape of the curriculum is progressing. However, the ability of schools beyond the pioneer network to engage with this type of detail is

still unclear and, as it is still effectively in draft form, the question remains as to whether it is desirable to encourage all schools to engage in too committed a way at this stage with that degree of detail?

4. In our evidence to the previous committee work on the 'Implementation of Professor Graham Donaldson's Review Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales', we stated, *'There appears to be a fundamental difference between 'encouraging' school-to-school working and actually constructing opportunities in order to 'facilitate' constructive school collaboration. NAHT Cymru hold the view that, for the greatest systemic-level of change, the greatest gains will be in those schools NOT directly involved in developing the new curriculum as without them on-board any inertia in the system will be exacerbated.'*
5. Another loud message being fed back from non-pioneer schools is that trying to develop an approach to the new curriculum remains challenging for them if they are awaiting a potential Estyn inspection, which will be based upon current arrangements.
6. The proposed break in the inspection cycle (Donaldson independent review) needs to be implemented swiftly for those schools not in statutory follow-up arrangements.
7. It is also critical that schools, Estyn and the wider stakeholders understand the critical need for this 'gap' and that it actually should signal greater involvement between the inspectorate and schools not less, as there must be an expectation that inspectors spend increasing time in schools during this time to understand the development of the new curriculum and the processes, challenges and opportunities facing schools.
8. Clearly, the role of the pioneer schools is set, to a great degree, by their specific role. For example, curriculum pioneer schools have sought to develop greater detail within each AoLE, whilst professional learning pioneer settings have been viewing and reflecting upon the draft curriculum content and gauging the implications for the wider workforce in terms of the required professional learning and development as well as providing feedback to the curriculum pioneer settings.
9. Opportunities for joined up working within the current approaches, processes and structures appear to be concerned with the ability to develop a broader understanding of the overall curriculum framework across those schools directly involved, as well as the ability to continue to refine the final curriculum at the same time.
10. There remain questions as to the effectiveness of the pioneer network to ensure all schools (particularly non-pioneer settings within their

geographical clusters) are kept up to speed with progress and in ensuring that they have started to develop approaches to prepare for the new curriculum. It is highly dependent upon the relationships between the various settings

11. Again, a balance needs to be struck in terms of providing enough information to start planning in non-pioneer schools, but not providing information in too great a detail, if it is still subject to change. For example, where this work has started effectively, some non-pioneer settings have begun to reflect upon how their curriculum approach will adhere to the key elements within the four purposes – as this is an area that is agreed and in place.
12. There is also some suggestion from a few non-pioneer schools that certain pioneer settings have produced an approach within their AoLE which is not as easily transferable to other settings, is too school-context specific, or is based upon an ideology which they believe is not as true to the original principles within ‘Successful Futures’ – e.g. that the AoLE has an over-emphasis upon knowledge with too little emphasis upon skill development. This is particularly pertinent when considering some of the feedback from employers about the requisite skills they would like to see from young people entering the world of work following completion of qualifications within Wales.
13. School leaders have suggested that for too many of the AoLEs, connections and involvement of external expertise and academic support was too slow in being put into place as when this has subsequently occurred, the work has become richer and more focused.
14. Whilst curriculum design expertise and teaching / learning pedagogical expertise might sit fairly strongly within school-based professional groups, many of the crucial areas to be included within the curriculum content, would clearly have benefited from expert involvement that might lie outside the school setting.
15. A possibly underestimated issue from the outset might have been that, although many of the above groups sit in the wider world of ‘education’, the forum for establishing such connections between external academics and experts with pioneer schools was under-developed. The connections might have benefitted from some direct facilitation.
16. The balanced approach, whereby external expertise can contribute key knowledge and skills and school-based expertise can flesh out how that might look and be delivered within a school-based context, took some time to establish and it is unclear whether this has been consistent within and between each part of the newly developing curriculum.

17. The 'What Matters?' statements appear to have provided a foundation for the subsequent development of area such as the progression framework and the achievement outcomes. One area of potential risk that NAHT Cymru also highlighted in previous evidence to the committee was the issue with developing curriculum in relative isolation from assessment as the two, in a learning context, go fundamentally hand-in-hand.
18. In our oral evidence session, one school leader member explained, '*...one of the things that I know New Zealand learned is that they implemented their new curriculum, and then, they produced their assessment progression online tools a couple of years later, which the heads and the leaders of their schools said that they wished it had been aligned at the same time.*'
19. It is therefore pleasing to note that there appears to be a desire to establish the achievement outcomes and progression steps at the same time in Wales.
20. What would be beneficial is to learn from the experiences of other countries developing a new curriculum and, if tools and resources provide useful support to schools, that they too are developed in preparation for the roll out of the new curriculum
21. As the National Approach to Professional Learning (NAPL) has only recently been launched, it remains a little unclear what this will look like in a practical sense for schools. School leaders are already asking how the additional funding will be delivered to schools.
22. School leaders have already expressed some concern to NAHT Cymru that, whilst the additional resource / funding for the NAPL is exactly what is needed and very welcome, the risk - like the PDG - is that its impact might be diluted given current core-budget pressures within schools. School leaders are clearly committed to the professional learning of teachers, leaders and support staff and they recognise the essential need in relation to the new curriculum. However, when schools are facing funding pressures that might impact upon staff retention, the challenge is clear.
23. Although the Independent Advisory Board, Change Board and Strategic Stakeholder Group structure appears to align behind the pioneer school activity, it is still somewhat unclear to schools how they interrelate and support the overall work of curriculum and assessment development at school-level. There remains a lack of understanding of the role of the above groups, who sits on each group, or how each group is supporting the overall curriculum developments.
24. The direct involvement of the workforce unions / professional associations in all of the above groups, not just the Strategic Stakeholder Group, would assist in explaining to the wider profession exactly what each group does and, more importantly, enable each group themselves to better understand

the perception and progress of the curriculum work and how to address any perceived challenges as and when they arise.

25. It is positive to note the proactive approach being taken by certain groups, such as Qualifications Wales, in anticipating the potential challenges that a fully rolled out curriculum would have upon assessment and qualifications – particularly in learning the lessons from the issues related to current reform of Wales’ GCSEs etc.
26. The timetable for curriculum roll-out remains challenging but in Wales, with the scale of reform, we have to be better at anticipating large-scale changes and planning them over considerable periods of time to ensure they best meet the needs of our children and young people.
27. In terms of broader assessment plans, the principles behind some of the recent policy changes, such as ceasing the publication of teacher assessment and National Reading and Numeracy data below the national level from 2018 onwards and instead using data from assessments to support the individual progress of children, illustrate the need to clearly align both formal and informal assessment systems and processes. The wider profession recognise that the purpose behind pupil-level assessment had previously been lost within the desire to measure and assess the performance of whole schools, creating an approach that is not in the best interest of all pupils. It is pleasing, therefore, that Welsh Government have made changes to accountability to reflect what is best for pupils and the new assessment processes within the new curriculum must adhere to the same principles.
28. The progress that has been made thus far with the assessment arrangements has not been clearly enough explained to the wider sector. This is particularly critical when considering the role of Regional Consortia and Local Authorities, both of which have huge influence via accountability systems, upon the ‘behaviour’ of schools. For example, we have heard evidence of Challenge Advisers using National Testing data in order to shape performance management targets for Headteachers – completely against the purpose of the tests, which are diagnostic and for the development of the individual pupil.
29. One of the greatest challenges facing schools during this current period is the co-ordination and delivery of the raft of education reforms currently under way in Wales. The curriculum and assessment changes, accountability changes and updates to approaches, such as the online national tests, in some respect, could be seen as coherent and more straightforward to organise and align. However, for example, when considering the huge task facing schools in addressing the changes needed

to meet the new ALNET (Wales) Bill, against a backdrop of the most challenging period in school funding for a long time, it is clear that the overall task is immense. This is particularly so for school leadership, and headteachers especially.

30. Our headship recruitment and retention findings illustrate the challenges within Wales. It is clear, therefore, that any more fundamental reform to policy or leadership structures that require radical change and present further challenge to an already stretched profession, are particularly undesirable. The profession, and school leaders in particular, now need a period of stability with as little change in policy as possible in order to embed and make it work within schools. It is important to address the current issues the profession faces in order to deliver for children and young people before bringing in anything else that might threaten the progress made thus far.
31. The potential benefits for our children and young people of a well embedded, pupil-focused, well-resourced and world-leading curriculum mean that such a period of stability should be a fundamental aim for Welsh Government for a significant number of years to come.

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**Ymateb gan: Tim Cymorth Lleiafrifoedd Ethnig & Ieuenctid Cymru
Response from: Ethnic Minorities & Youth Support Team Wales (EYST Wales)**

About EYST Wales

EYST Wales coordinates the All Wales BAME (Black Asian Minority Ethnic) Engagement Programme, a three-year project to gather views and experiences of BAME people living in Wales and improve the evidence base from which to positively influence Welsh Government policies and public services to better reflect the needs of BAME communities. This project is one of seven Welsh Government Equalities and Inclusion Grants. Our team are building four regional fora which covers the whole of Wales and acts as a platform to unify and amplify the voices of various groups and people working to further racial equality in Wales.

Background and additional information supporting our responses in this consultation

Ethnic minority pupils in Wales account for more than 10% of children in Wales' schools and 32% of children in Cardiff schools. At the same time as ethnic diversity is increasing in Wales and the UK, there is an "overriding view" that race and race-related issues are at the margins of the current political agenda. This paper seeks to illuminate how issues of race and ethnicity are affecting ethnic minority children in Wales, particularly within the schools setting.

EYST Wales, in collaboration with partners Show Racism the Red Card, Race Council Cymru and TGP Cymru, has recently published a paper on racism and "race" in schools in Wales. Based on both academic research and personal testimonies, the paper presents the ways in which young people encounter racism in schools, highlighting overt and covert forms of racism and institutional discrimination. It concludes with a consideration of diversity in the curriculum, both for the transformative effect it can have on tackling racism, but also the way in which a white-centred Eurocentric syllabus can disadvantage and further push BAME experiences from the mainstream. We

conducted five focus groups across Wales, engaging 30+ high school pupils with a wide range of racial and ethnic identities.

The voices of BAME Young people foregrounded within this document express loud and clear that for a significant proportion of the growing number of BAME pupils in Wales, the experience of racism is an everyday almost normalised one with lasting and damaging impact. These voices also bring into sharp focus the critical role of schools and teachers in how they respond to racism, with this response found to be severely lacking on the whole, compounded by a lack of BAME teachers, particularly at senior levels in Wales. Also illuminated is the way in which a 'white-washed' curriculum distorts both the BAME pupils' sense of self-worth as well as their own and their white peers' understanding of their place and value in the world.

In this paper, we present the following recommendations:

- Specific requirements for regular anti-racist education throughout key stages and robust monitoring of racist bullying and incidents in schools;
- An authentically ethnically diverse and representative curriculum which
 - involves engagement with BAME pupils and community in its creation;
 - represents the contributions of Black and Asian people to UK and Wales society;
 - showcases achievements of people of multiple ethnicities in all subjects (thus embedding representation of multiple ethnicities across the curriculum);
 - and presents an accurate and balanced view of British colonial history.
- Teachers being trained in a) cultural competence, the skills to reflect on their own identity and privilege and how that may affect pupils; b) to recognise and respond effectively to racism and c) to develop authentic diversity in curriculums;
- Increasing the representation of BAME teachers and employees at all levels of the education system.

The ongoing redevelopment of Wales curriculum after the Donaldson review presents an excellent opportunity to achieve a curriculum which challenges racism in wider society by embedding anti-racist education and crafting a curriculum that counters previous Eurocentric, White-centred curricula.

Reponses to specific consultation questions presented by the CYPE committee:

- *The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design;*

The experience of pioneer schools present an excellent opportunity to monitor the degree to which the four purposes and the development of AOLEs are resulting in a curriculum which rejects eurocentrism and embeds ethnic and racial diversity across the curriculum.

EYST Wales recommends that the CYPE committee and all people working on the development of the New Curriculum survey whether pioneer schools' implementations of the framework continue to result in a predominantly White and Eurocentric curriculum or whether they have transformed into an experience where multiple ethnicities and races are included and represented. This must be surveyed, documented and scrutinised at this stage. Such scrutiny will give the opportunity to identify best practices which may be replicated.

- *The involvement of academic and other external expertise in informing curriculum design;*

It is not clear that enough attention has been paid to scholars with expertise in the ways in which racism manifest in the classroom, in schools as institutions and in curriculum development. There is a large body of literature at the intersection between pedagogy and critical race theory. There are people in Wales who have a lot of knowledge in this subject. There may have been some attention to scholars who practice critical pedagogy, but we would argue that the abundance of scholarship which evidences bias against ethnic minorities on many facets in the classroom, including bias in setting/banding, discipline and assessment as well as the importance of representation of ethnic diversity in the curriculum have either have received short shrift or have not been heeded in the documents produced thus far. Developing an anti-racist and authentically representative curriculum would contribute to each of the four purposes but doing so will take a conscious effort to unpack previous racial and ethnocentric hierarchies which have been present in both UK-wide and specifically Welsh curricula.

- *How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs;*

In 2014, the Welsh Government organised a workshop for educators to discuss how to improve the school experience and educational outcomes and for Black and Mixed ethnicity students. One topic discussed was diversity in the curriculum. They reached three conclusions:

- 1) Need more diverse content including Black history, minority ethnic history and world studies. There is very little positive context about

Black people. The units which refer to Black people are too narrowly focussed on slavery, colonialism and civil rights and topics with Black people represented are restricted to Black History Month rather than being integrated into the whole curriculum and presented steadily throughout the year.

- 2) Integration of diversity in content and resources across the curriculum varies between schools. The extent to which diversity in the curriculum is addressed depends on location, community make-up, the school and pupil make-up. Some schools treat diversity in the curriculum tokenistically and cosmetically and, in some schools, ethnic minority pupils rarely see their racial, ethnic or cultural or national identities portrayed.
- 3) A diverse curriculum needs to be part of a genuine inclusive whole school ethos which positively recognises Black and Mixed identities, boosts pupil engagement and achievement and involves good relationships/positive tone between pupils and staff. Teachers need development and training on teaching a diverse curriculum.ⁱ

Participants in the same workshop also suggested that in order to ensure achievement of those aims, Welsh Government could scrutinise the new curriculum to measure how much of that content includes ethnic minority people and how much show positive content about achievements and contributions to the world developmentⁱⁱ.

The “What Matters” statements and AOEs as they stand now, would allow for development of such a curriculum, and make some reference to diversity, but they don’t specifically make reference to multi-racial representation in the curriculum nor do they reference racial equality.

The four purposes provide a framework which is open to create a transformative curriculum – one which challenges previous racial hierarchies in Welsh and British society, which could set an international standard.

However, without clear guidelines as to creating a new curriculum which equitably represents multiple ethnicities and rejects previous ethno-centric and White-centric incarnations, we may well end up with a curriculum with a new framework but remains ethno-centric and Euro-centric and continues to privilege representations of White achievements. And which showcases “Other” ethnicities during Black History Month and “Diversity Days.”

Achieving an authentically representative curriculum must be an intentional, concerted effort and teachers must be trained to effectively create and deliver such.

- *Progress in defining achievement outcomes at the various progression steps within the new curriculum;*

If achievement outcomes include references to understanding racial equality, understanding colonial history and the racial hierarchy it created and understanding, such material is more likely to be presented to students in the classroom. Currently, outcomes are broadly defined and do not specifically reference racial equity in society.

- *How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers;*

It is not clear that the new national professional learning offer necessarily or sufficiently equips teachers to serve multi-racial classrooms, to effectively and confidently prevent and respond to racist bullying, nor develop racially equitable and non-Eurocentric curriculum.

We argue that more attention must be paid to racial equality in both Initial Teacher Training and CPD.

Whereas pupils in Wales are becoming a more ethnically diverse group, teachers in Wales are not. BAME teachers account for less than 3% of teachers in Wales and anecdotal evidence suggests there are few BAME teachers in senior positions. In 2015/16, 25 people of colour embarked upon Initial Teacher Training in Wales – 2% of the cohort¹. This figure has been declining since 2010 and there is some evidence that aspiring BAME teachers avoid or leave the profession due to racism in schools².

As such, it is important to teach teachers who do not have lived experience as ethnic minority citizens to understand and related to the experiences of ethnic minority pupils and to recognise and watch out for unconscious bias.

- *Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools);*

EYST Wales has spoken with parents, pupils and other third sector partners regarding their desire and perceived ability to shape and

¹ StatsWales dataset <https://statswales.gov.wales/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Higher-Education/Initial-Teacher-Training-ITT/students-in-Wales/firstyearsonitecoursesinwales-by-ethnicity-year>

² BBC Wales 17 June 2017

influence the new curriculum. Until recently, it has been very difficult for BAME individuals and groups to have access to the stakeholder group. There are some signs that engagement doors may be opening, and we will welcome those opportunities. However, we argue that engagement with BAME organisations as well as BAME pupils and parents must be far reaching and not tokenistic. And it must entail accessible participation formats.

- *Progress in developing new assessment arrangements;*

Research consistently finds that White teachers disproportionately place Black students in low ranked groups and there is anecdotal evidence that some schools have a limited number of ethnic minority students placed in higher tier exams³. Professor Jonathon Brentnall suggests we need more evidence and data to understand the extent to which this is happening in Wales⁴.

The CYPE committee should inquire to what degree new assessment arrangements will impact BAME students and consider whether attention has been paid in how new assessment arrangements will racial bias in teacher assessment, a well-documented occurrence.

It is important to note that in legislation, it is differential outcomes for particular groups, not intent, that constitute institutional discrimination.

- *The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050;*

The Well- Being of Future Generations Act calls for a more equal and prosperous Wales as well as a Wales with cohesive communities. Thus far, documentation regarding the new curriculum does not specifically address racial equality in Wales nor does it embed anti-racist education into the framework.

The United Nations has recommended that all UK nations review the way that the British Empire and slavery are taught – to be a more balanced representation – in order ensure they fulfil obligations as a signatory to the United Nations Convention on the Elimination of Racial Discrimination (UNCERD).

³ Gillborn D “Education Policy as an Act of White Supremacy: Whiteness, Critical Race Theory and Educaiont Reform,” p. 17-18.

⁴ Brentnall J, “Promoting engagement and academic achievement for Black and Mixed ethnicity pupils in Wales, February 2017.

Moreover, the Welsh Government has a statutory duty to prevent and respond to institutional institutional racism, defined in the McPherson report as “the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people,” that which, “covertly or overtly, resides in the policies, procedures, operations and culture of public or private institutions - reinforcing individual prejudices and being reinforced by them in turn.” Embedding anti-racist education into the curriculum and creating an authentically diverse curriculum which equitably represents non-White role models, histories and achievements across all subjects and key stages, and also represents a balanced view of British colonialism is essential to fulfilling these legislative obligations.

ⁱ Brentnall J, “Promoting Engagement and Academic Achievement for Black and Mixed Ethnicity Pupils in Wales, February 2017.

ⁱⁱ Ibid.

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Ymateb gan: Mudiad Meithrin

Response from: Mudiad Meithrin

Mudiad Meithrin's Background

Mudiad Meithrin is a voluntary organisation offering provisions of *Cylchoedd Meithrin* (Welsh-medium playgroups), *cylchoedd Ti a Fi* (parent and toddler groups), wraparound care and Welsh-medium day nurseries. The Mudiad is the largest provider of Welsh-medium early years care and education in the voluntary sector in Wales. Mudiad Meithrin was established in 1971 with 50 *cylchoedd meithrin* to its name. Today there are 1000 *cylchoedd meithrin*, *cylchoedd Ti a Fi*, 'Cymraeg for Kids' groups and day nurseries working under the Mudiad's banner.

Each week these provide early years experiences to approximately 22,000 children. In addition, the Mudiad works closely with parents to provide advice and support, enabling them to continue the *cylch*'s work within the home, and also opportunities to begin learning Welsh through the 'Clwb Cwtsh' scheme.

To this end, Mudiad Meithrin employs 200 people nationally and has a further 2000 working within the *cylchoedd* themselves. The *cylchoedd* are supported by a national network of professional staff, who advise on a wide range of matters, such as encouraging good practice, staff training, linguistic matters and Local Authority contact.

The Mudiad works with children and families from a wide range of socio-economic backgrounds. We work in collaboration with the *Flying Start* agencies to provide opportunities in the least affluent areas, and with local education authorities to offer part time education to 3 year olds within their local community.

In addition, we have a subsidiary company that provides Welsh-medium training for early years qualifications. This is done by working with secondary schools to provide courses for school pupils, and through the national training plans. Training based on work-based

learning is provided by a network of tutors, assessors and internal verifiers across Wales.

We note that the terms of the inquiry intends to focus in particular on the following:

Progress on the production of a draft Curriculum for Wales in order for the Welsh Government to publish and gather feedback from the public in April 2019;

The role of the Pioneer Schools and any opportunities and challenges facing them as they contribute to the planning of the curriculum;

Update on the work of the Working Groups set up to deal with each of the six Areas of Learning and Experience;

The contribution of academic experts and other external experts in the planning of the curriculum;

How the 'What's Important?' statements, published in December 2017, are being developed to create the content of the curriculum in each of the six Areas of Learning and Experience;

The progress in defining achievement results while progressing through the various stages of the new curriculum;

How the development of the new Curriculum for Wales is in line with the development of the new national professional teacher learning offer;

To inform schools and teachers about the work underway to develop the curriculum and content of each school (not just the Pioneer Schools);

The effectiveness of the governance arrangements, the role of the Independent Advisory Group and the Board of Change, and the contribution of Strategic Stakeholder Group on Education Reform;

The readiness of schools and teachers to introduce the new curriculum and the extent to which the concepts of Professor Donaldson's report on its review, 'Successful Futures', are already being tested and implemented;

How the Curriculum and Assessment Group are ensuring that the development of the Curriculum is on track and the outcome of the meeting held on 13 and 14 November 2018 to review progress;

Progress in developing new assessment arrangements;

The steps taken to ensure that the new Curriculum for Wales complements other Government priorities, including (but not limited to) Cymraeg 2050;

Any other matter which stakeholders wish to draw the Committee's attention.

Although the situation of non-maintained settings providing Foundation Phase Education for three year olds (funded by local authorities in Wales) is not obviously within the inquiry's remit, Mudiad Meithrin is of the opinion that we have important and relevant information to share with the Children and Young People Committee. The funding rates for three year olds in the non-maintained sector do not correspond to the rates given to schools. Nevertheless the expectations in terms of the inspection and implementation of the Welsh Education Curriculum is the same as within the statutory sector. Mudiad Meithrin is supporting 269 Foundation Phase provisions within Cylchoedd Meithrin, and 14 Foundation Phase provisions within nurseries. All locations are inspected against the ESTYN Foundation Phase framework as well as being inspected by the Care Inspectorate for Wales.

We present information about Mudiad Meithrin's experiences of the reformation of the Curriculum for Wales. Our evidence is relevant to most areas of the above terms of reference.

Mudiad Meithrin is funded by the Foundation Phase Department to employ a Foundation Phase Chief Officer. The main focus of this work is:

- Raising standards among education providers for 3 year olds in Cylchoedd Meithrin and nurseries (which are funded to provide part time education)
- Organizing good practice dissemination and training events to correspond with the Foundation Phase Implementation Plan.
- Advising on relevant aspects and raising awareness of the Curriculum for Wales amongst its members
- Being active members of the Foundation Phase Excellence Forum which is administered by the Government's Foundation Phase Department.

Through the Excellence Forum (a multi-agency group), there was a clear demand for the Foundation Phase to have a voice and influence the process of creating the new curriculum. Despite the best efforts of the Foundation Phase Department, the response from the departments charged with developing the new curriculum, has been slow. We were informed (mostly through meetings of the Excellence Forum) that the pioneer schools were chosen by the Regional Consortia. It seems that when choosing which schools were to be part of this innovative work, expertise in Foundation

Phase was not specified in the criteria. This is regrettable, and our more recent findings support that this has been a weakness and disadvantage to the development of the curriculum from the beginning.

Mudiad Meithrin (and several others) repeatedly made it known that there was no innovative work happening in the non-maintained sector, and this would put our education providers at a disadvantage as the curriculum is developed. Nevertheless our recommendations were not acted upon, and we have yet to receive opportunities to be involved in the grass roots level development and implementation of the new curriculum in the very early years.

When members for the working groups of the 7 areas of learning were appointed, Mudiad Meithrin (and other partners) requested that the early years were given a strong voice, and also that the needs of the non-maintained sector were given consideration when implementing the new curriculum outside of schools. The task of securing representation was time-consuming but thanks to the Foundation Phase Department within the government there was agreement eventually to allow some representatives of the Foundation Phase to attend meetings and participate. (This happened in spring / summer 2018).

By the time these representatives were included; the 'What Matters' statements had been produced, together with each of the progression steps up including first step at 5 years old. Although the Foundation Phase Department and various individuals have been successful in influencing the content of these groups (over the last three months), we feel that the work has been rushed and the planning has been inadequate.

An invitation came to Mudiad Meithrin to send practitioners from Cylchoedd Meithrin to meetings that had already been convened and were already developing their work programme. Members of the Areas of Learning and Experience groups were all fully funded for their time and work through education funding arrangements. Their travel and accommodation costs were paid, and between September and the present they attended approximately 9 meetings, each one lasting a full day.

As the non-maintained education workforce tends to work part-time and within small organisations (where financial sustainability is a challenge and where wages are low), this affected their availability. It was very difficult for them to participate in the meetings. Despite assurances from the Welsh Government staff that costs would be repaid promptly and that it would be possible to claim back salary costs for cylchoedd who released staff, this did not happen in a timely way. This meant that the handful of practitioners who had tried to participate in the Areas of Learning and Experience groups had been out of pocket for in excess of a month, and therefore were not

able to continue their involvement. Mudiad Meithrin made a request for funding to directly manage the financial side for practitioners in order to reduce financial barriers to their involvement, but this was not possible.

In terms of the content of the work that has been developed by the Areas of Learning and Experience Groups, there have been major changes and improvements over the past three months. The absence of input from Foundation Phase general practitioners and specialist teachers was evident in the early drafts of these groups. There was no consideration as to how 3-year-olds develop. Several areas of learning had been overly complicated for the early years and so, much hard work has taken place to try to make improvements in a manner that respects the pedagogical principles of the Foundation Phase.

We continue to work with the various groups whenever opportunity arises, but the timetable is tight and therefore the obstacles and challenges are still in place. We would like to make some recommendations to ensure future improvements:

- Purposeful planning to deliver the 2050 Welsh Language Strategy. There is no indication in the current work of how the aim of creating Welsh speakers in the Foundation Phase will take place across Wales for everyone, whether in Welsh, Bilingual or English schools.
- Documents that relate to the pedagogy of the curriculum need to incorporate an understanding of the fact that we are a nation that has two official languages, and therefore we require a full understanding of the impact of second and third language acquisition in learning and teaching, in particular during the first years of a child's education.
- Currently the Welsh language feels like a side issue to the process of curriculum development. Mudiad Meithrin was invited to attend some stakeholder meetings in addition to some of the recent AOLE groups' meetings, and it must be noted that English was the sole language of these meetings, without there being Welsh translations of relevant documents available.
- Mudiad Meithrin would like to see innovative work taking place within the non-maintained sector so that 3-year-old education does not miss out on the new developments because of a lack of experimentation and participation. We are confident that many venues would willingly participate in this challenge as they are used to working to the pedagogical principles underpinning the Curriculum for Wales.

- There has been no discussion nor information shared to date regarding how the ' Curriculum for Wales ' will be incorporated into relevant qualifications of the non-maintained education workforce. This workforce follows dedicated early years care and education qualifications, and a new series of qualifications will be used from September 2019-2020
- Information has not yet been shared regarding how the non-maintained sector will be trained to deliver the Curriculum for Wales. This sector receives no support through Regional Consortia¹. Non-maintained settings are currently supported by advisory teachers, under the control of the local authorities. We have seen major reduction in the funding that has been available to train and support the sector over the past few years. We are concerned that without specific investment to train education practitioners in the non-maintained sector, it will not be possible for our practitioners to introduce the New Curriculum.
- There are currently non-maintained settings providing education for 3-year-olds which are encouraged to use the Foundation Phase Profile as a means of recording children's progress. No details have been shared regarding any proposed changes to the recording of children's progress in the early years, as far as we know. We look forward to having an input into the development of whatever form the future profile takes.

We are grateful for the opportunity to respond to this inquiry.

¹ This is a complicated picture across Wales. EAS does in fact manage the funding that employs the advisory teachers directly and works with non-maintained settings across the Consortia. This is not the case in the other 3 Consortia who pass funding on to Local authorities. The support available in each local authority varies and is often not available through the medium of Welsh.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

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Ymateb gan: Mudiad Meithrin

Response from: Mudiad Meithrin

Cefndir Mudiad Meithrin

Y Mudiad: Cymdeithas wirfoddol genedlaethol o Gylchoedd Meithrin, cylchoedd Ti a Fi, gofal cofleidiol a meithrinfeydd dydd Cymraeg yw Mudiad Meithrin. Y Mudiad yw'r darparwr gofal ac addysg blynyddoedd cynnar cyfrwng Cymraeg mwyaf yn y sector gwirfoddol yng Nghymru.

Sefydlwyd y Mudiad ym 1971 gydag oddeutu 50 cylch. Erbyn hyn, wedi tyfu'n aruthrol, mae tua 1000 o Gylchoedd Meithrin, Cylchoedd Ti a Fi, grwpiau 'Cymraeg i Blant' a meithrinfeydd dan faner Mudiad Meithrin. Mae'r rhain yn darparu profiadau blynyddoedd cynnar i oddeutu 22,000 o blant bob wythnos. Yn ogystal, mae'r Mudiad yn gweithio yn agos iawn gyda rhieni er mwyn darparu cymorth a chynghori i'w galluogi i ddatblygu a chefnogi gwaith y cylchoedd yn y cartref.

Er mwyn cyflawni hyn, mae Mudiad Meithrin yn elusen gofrestrdig sy'n cyflogi dros 200 o bobl yn genedlaethol, gyda 2000 ychwanegol yn gweithio yn y cylchoedd eu hunain. Cefnogir y cylchoedd gan rwydwaith cenedlaethol o staff proffesiynol sy'n eu cynghori ar amrediad o faterion er enghraifft hybu ymarfer da, hyfforddiant staff a chyswllt ag Awdurdodau Lleol.

O ganlyniad, rydym yn gweithio gyda phlant a theuluoedd o amryw o gefndiroedd cymdeithasol-economaidd. Rydym yn cydweithio gyda'r asiantaeth *Dechrau'n Deg* i ddarparu cyfleoedd yn yr ardaloedd mwyaf difreintiedig, a gyda'r awdurdodau addysg leol i gynnig llefydd addysg rhan amser i blant 3 oed yn eu cymuned leol.

Yn ogystal, mae gennym is-gwmni sydd yn darparu hyfforddiant cyfrwng Cymraeg i ennill cymwysterau blynyddoedd cynnar. Gwneir hyn drwy gyd-weithio ag ysgolion uwchradd i ddarparu cyrsiau i ddisgyblion ysgol, a thrwy'r cynlluniau hyfforddi cenedlaethol. Darperir cyrsiau hyfforddi yn seiliedig ar ddysgu yn y gweithle gan rwydwaith o diwtoriaid, aseswyr a

dilyswyr mewnol ledled Cymru.

Nodwn fod telerau'r ymchwiliad yn bwriadu canolbwyntio yn benodol ar y canlynol:

Hynt y gwaith o gynhyrchu fersiwn ddrafft o Gwricwlwm Cymru er mwyn i Lywodraeth Cymru ei chyhoeddi a chael adborth gan y cyhoedd ym mis Ebrill 2019;

Rôl yr Ysgolion Arloesi ac unrhyw gyfleoedd a heriau sy'n eu hwynebu wrth iddynt gyfrannu at y gwaith o gynllunio'r cwricwlwm;

Y sefyllfa ddiweddaraf o ran gwaith y Gweithgorau a sefydlwyd i ymdrin â phob un o'r chwe Maes Dysgu a Phrofiad;

Cyfraniad arbenigwyr academaidd ac arbenigwyr allanol eraill yn y gwaith o gynllunio'r cwricwlwm;

Sut y mae datganiadau 'Beth sy'n Bwysig?', a gyhoeddwyd ym mis Rhagfyr 2017, yn cael eu datblygu i greu cynnwys y cwricwlwm ym mhob un o'r chwe Maes Dysgu a Phrofiad;

Hynt y gwaith o ddiffinio canlyniadau cyflawniad wrth symud ymlaen drwy'r gwahanol gamau yn y cwricwlwm newydd;

Sut mae datblygiad Cwricwlwm newydd Cymru yn cyd-fynd â datblygiad y cynnig dysgu proffesiynol cenedlaethol newydd i athrawon;

Rhoi gwybod i ysgolion ac athrawon am y gwaith sy'n mynd rhagddo i ddatblygu'r cwricwlwm a chynnwys pob ysgol yn y gwaith hwn (nid dim ond yr Ysgolion Arloesi);

Effeithiolrwydd y trefniadau llywodraethu, rôl y Grŵp Cyngori Annibynnol a Bwrdd Newid, a chyfraniad y Grŵp Rhanddeiliaid Strategol ar Ddiwygio Addysg;

Pa mor barod yw ysgolion ac athrawon i gyflwyno'r cwricwlwm newydd ac i ba raddau y mae cysyniadau adroddiad yr Athro Donaldson ar ei adolygiad, Dyfodol Llwyddiannus, yn cael eu rhoi ar brawf a'u rhoi ar waith eisoes;

Sut y mae'r Grŵp Cwricwlwm ac Asesu yn sicrhau bod y gwaith o ddatblygu'r Cwricwlwm ar y trywydd iawn a chanlyniad y cyfarfod a gynhaliodd ar 13 ac 14 Tachwedd 2018 i adolygu cynnydd;

Hynt y gwaith o ddatblygu trefniadau asesu newydd;

Y camau a gymerir i sicrhau bod Cwricwlwm Cymru newydd yn ategu blaenoriaethau eraill Llywodraeth Cymru, gan gynnwys (ond nid yn gyfyngedig i) Cymraeg 2050;

Unrhyw fater arall y mae rhanddeiliaid yn dymuno tynnu sylw'r Pwyllgor ato.

Er nad ydy sefyllfa lleoliadau nas cynhelir sydd yn darparu Addysg Cyfnod Sylfaen tair oed (wedi eu hariannu gan Awdurdodau Lleol Cymru) yn amlygu ei hun fel rhan o gylch gorchwyl yr ymchwiliad, mae Mudiad Meithrin o'r farn fod gennym ni wybodaeth bwysig a pherthnasol i'w rannu gyda'r Pwyllgor Plant a Phobl Ifanc. Nid ydy'r cyfraddau cyllido addysg tair oed yn y sector nas cynhelir yn gyfatebol i'r cyfraddau a gaiff ysgolion. Serch hynny mae'r disgwyliadau o safbwynt arolygu a gweithredu Cwricwlwm addysg Cymru yr un fath a'r sector statudol. Mae Mudiad Meithrin yn cefnogi 269 darpariaeth Cyfnod Sylfaen mewn Cylchoedd Meithrin, a 14 darpariaeth Cyfnod Sylfaen mewn meithrinfeydd. Mae pob lleoliad yn cael eu harolygu yn erbyn y fframwaith Cyfnod Sylfaen gan ESTYN yn ogystal a chael eu harolygu gan Arolygaeth Gofal Cymru.

Cyflwynwn wybodaeth ynglŷn â phrofiadau Mudiad Meithrin o'r gwaith diwygio Cwricwlwm i Gymru. Mae ein tystiolaeth yn berthnasol i ran fwyaf o feysydd y cylch gorchwyl uchod.

Mae Mudiad Meithrin yn cael ein hariannu gan Adran y Cyfnod Sylfaen i gyflogi Prif Swyddog Cyfnod Sylfaen. Prif ffocws y gwaith yma yw

- Codi safonau ymysg darparwyr addysg 3 oed sydd yn Cylchoedd Meithrin a Meithrinfeydd (ac yn cael eu hariannu i ddarparu addysg rhan amser)
- Trefnu digwyddiadau arfer dda ag hyfforddiant i gyd-fynd a Chynllun Gweithredu'r Cyfnod Sylfaen
- Cynghori ar agweddau perthnasol a chodi ymwybyddiaeth o'r Cwricwlwm i Gymru ymysg aelodau
- Bod yn aelodau gweithgar o Fforwm Rhagoriaeth y Cyfnod Sylfaen sy'n cael ei weinyddu gan Adran Cyfnod Sylfaen y Llywodraeth

Trwy gyfrwng y Fforwm Rhagoriaeth (grŵp aml-asantiaeth) buodd cryn alw am sicrhau dylanwad a llais i'r Cyfnod Sylfaen fel rhan o broses creu'r cwricwlwm newydd. Araf bu'r ymateb gan adrannau oedd a chyfrifoldeb am ddatblygu'r cwricwlwm newydd, er waethaf ymdrechion amlwg yr

Adran Cyfnod Sylfaen. Cawsom wybod trwy gyfarfodydd y Fforwm Rhagoriaeth yn bennaf, bod yr ysgolion arloesi wedi eu dewis gan y Consortia Rhanbarthol. Ymddengys na fu arbenigedd penodol yn y Cyfnod Sylfaen yn un o'r meini prawf i ddewis pa ysgolion gafodd fod yn rhan o'r gwaith arloesi. Gresynwn am hyn, ac mae ein canfyddiadau mwy diweddar yn ategu bod hyn wedi bod yn wendid ac yn anfantais i'r broses o ddatblygu'r cwricwlwm hwn yn y cychwyn.

Lleisiodd Mudiad Meithrin (ag eraill) sawl gwaith, nad oedd unrhyw waith arloesi yn digwydd yn y sector nas cynhelir, ac y byddai hyn yn gosod ein darparwyr addysg o dan anfantais wrth i'r cwricwlwm gael ei ddatblygu. Serch hynny ni weithredwyd ar ein hargymhellion ac nid ydym eto wedi derbyn cyfleoedd i fod yn rhan o'r gwaith datblygu a gweithredu'r cwricwlwm newydd yn y blynyddoedd cynnar iawn, ar lawr gwlad.

Pan benodwyd aelodau ar gyfer gweithgorau'r 7 maes dysgu, bu Mudiad Meithrin (ynghyd a phartneriaid eraill) yn gofyn am lais cryf i'r blynyddoedd cynnar ag ystyriaeth o anghenion y sector nas cynhelir i weithredu'r cwricwlwm newydd tu allan i ysgolion. Bu'r dasg o sicrhau cynrychiolaeth yn llafurus ond diolch i adran y Cyfnod Sylfaen o fewn y llywodraeth cafwyd cytundeb i ganiatâi i rai cynrychiolwyr o'r Cyfnod Sylfaen fynychu cyfarfodydd a chymryd rhan. (Digwyddodd hyn yng ngwanwyn / haf 2018)

Erbyn i'r cynrychiolwyr hyn gael eu cynnwys, roedd y datganiadau 'Beth sy'n Bwysig' wedi eu llunio, ynghyd a phob cam cynnydd (progression steps) lawr at 5 oed (sef y cam cyntaf). Er bod yr Adran y Cyfnod Sylfaen ac unigolion amrywiol wedi llwyddo dylanwadu ar gynnwys gwaith y grwpiau hyn (dros y tri mis diwethaf), rydym yn teimlo bod y gwaith wedi bod yn fryslog a heb ei gynllunio yn ddigonol.

Daeth gwahoddiad i Mudiad Meithrin ddanfôn ymarferwyr o Gylchoedd Meithrin i gyfarfodydd oedd eisoes wedi bod yn ymgynnull ac yn datblygu'r rhaglen waith. Roedd aelodau'r grwpiau Meysydd Dysgu a Phrofiad i gyd wedi eu hariannu yn llawn am eu hamser a'u gwaith trwy drefniadau cyllido addysg. Roedd eu costau teithio a llety wedi ei dalu ac roeddynt yn mynychu oddeutu 9 cyfarfod (pob un yn ddiwrnod llawn) rhwng Mis Medi a nawr.

Gan fod y gweithlu addysg nas cynhelir yn dueddol o weithio rhan amser mewn mudiadau bach (ble mae cynladwyedd cyllidol yn her a ble mae cyflogau yn isel) mae hyn effeithio ar eu hargaeloedd. Roedd hi'n anodd iawn iddynt fedri gyfranogi i'r gwaith. Er waethaf sicrwydd gan staff Llywodraeth Cymru y byddai costau yn cael ei ad-dalu'n brydlon ac y byddai modd hawlio cyflog i gylchoedd ryddhau staff, ni ddigwyddodd hyn yn brydlon. Golygodd hyn bod y llond dyrnaid o ymarferwyr oedd wedi ceisio cymryd rhan yng ngwaith y grwpiau Meysydd Dysgu a Phrofiad wedi bod

allan o boced am dros fis, ac felly yn methu parhau i fod yn rhan o'r gwaith. Gwnaeth Mudiad Meithrin gais am gyllid i reoli'r ochr ariannol dros yr ymarferwyr i leihau'r rhwystrau ariannol iddynt, ond nid oedd hyn yn bosibl.

O safbwynt cynnwys y gwaith sydd wedi ei ddatblygu gan y grwpiau meysydd dysgu a phrofiad, mae yna newidiadau a gwelliannau mawr wedi bod dros y tri mis diwethaf. Bu diffyg llais cyffredinol ymarferwyr ag athrawon arbenigol yn y cyfnod sylfaen yn amlwg yn nrafftiau cynnar y grwpiau hyn. Nid oedd unrhyw ystyriaeth wedi bod o sut roedd plant 3 oed yn datblygu. Roedd amryw o'r meysydd dysgu yn or-gymhleth ar gyfer y blynyddoedd cynnar ac felly mae llawer o waith caled wedi digwydd i geisio gwella'r gwaith hyn mewn modd sydd yn parchu egwyddorion pedagogaidd y Cyfnod Sylfaen.

Rydym yn parhau i gydweithio gyda'r grwpiau amrywiol pan ddaw cyfle ond mae'r amserlen yn dynn ac felly mae'r rhwystrau a'r heriau yn parhau hefyd. Hoffem wneud rhai argymhellion er mwyn sicrhau gwelliannau yn y dyfodol:

- Cynllunio pwrpasol i wireddu Strategaeth y Gymraeg 2050. Nid oes argoel yn y gwaith presennol o sut y bydd y nod o greu siaradwyr Cymraeg yn y Cyfnod Sylfaen yn digwydd ar draws Cymru i bawb, boed nhw mewn ysgolion Cymraeg, Dwyeithog neu Saesneg
- Mae angen i ddogfennau sydd yn ymwneud a phedagogi y cwricwlwm ymgorffori dealltwriaeth o'r ffaith ein bod yn genedl sydd a dwy iaith swyddogol, ac felly mae angen dealltwriaeth lawn o effaith caffael ail a thrydedd iaith wrth ddysgu ac addysgu, yn arbennig yn y blynyddoedd cyntaf o addysg plentyn
- Ar hyn o bryd mae'r iaith Gymraeg yn teimlo fel mater ymylol i'r broses ddatblygu cwricwlwm. Cafodd Mudiad Meithrin fynychu rhai cyfarfodydd i ran-ddeiliaid yn ogystal â mynychu rhai o gyfarfodydd diweddar y grwpiau MDAP, a rhaid nodi taw Saesneg oedd iaith popeth, heb fod yno gyfieithiadau Cymraeg o ddogfenni perthnasol hyd yn oed
- Hoffai Mudiad Meithrin weld gwaith arloesi yn digwydd yn y sector nas cynhelir fel nad yw addysg 3 oed yn cael ei gadael allan o'r datblygiadau newydd oherwydd diffyg arbrofi a chyfranogaeth. Rydym yn ffyddiog y byddai hyn yn her y bydd amryw o leoliadau yn ymgymryd ag hi yn fodlon gan eu bod wedi arfer gweithio i'r egwyddorion pedagogaidd sy'n sail i'r Cwricwlwm i Gymru

- Nid oes trafodaeth neu wybodaeth wedi ei rannu gyda ni eto am y modd y bydd 'Cwricwlwm i Gymru' yn cael ei ymgorffori i gymwysterau perthnasol y gweithlu addysg nas cynhelir. Mae'r gweithlu hwn yn dilyn cymwysterau gofal ac addysg plant pwrpasol i'r blynyddoedd cynnar a bydd cyfres newydd o gymwysterau yn cael eu defnyddio o Fis Medi 2019.
- Nid oes gwybodaeth wedi ei rannu eto ynglyn a sut y bydd y sector nas cynhelir yn cael eu hyfforddi i gyflwyno Cwricwlwm i Gymru. Nid yw'r sector hon yn derbyn unrhyw gefnogaeth trwy Consortia Rhanbarthol. Cefnogir y lleoliadau nas cynhelir gan athrawon ymgynghorol / cyswllt ar hyn o bryd, o dan reolaeth yr awdurdodau lleol. Rydym wedi gweld crebachu mawr o'r cyllid a fu ar gael i hyfforddi a chefnogi'r sector yma dros y blynyddoedd diwethaf. Pryderwn oni fydd buddsoddiad pwrpasol newydd i'r maes i hyfforddi ymaferwyr addysg yn y sector nas cynhelir, ni fydd modd 'n hymaferwyr gyflwyno'r Cwrwiclwm Newydd.
- Ar hyn o bryd mae lleoliadau nas cynhelir sydd yn darparu addysg 3 oed yn cael eu hannog i ddefnyddio Proffil y Cyfnod Sylfaen fel modd o nodi cynnydd plant. Nid oes manylion wedi eu rhannu eto am unrhyw newidiadau arfaethedig ar gyfer cofnodi cynnydd plant yn y blynyddoedd cynnar hyd y gwyddom. Edrychwn ymlaen at gael mewnbwn i ddatblygiad pa bynnag ffurf o broffil a ddaw yn y dyfodol

Diolchwn am y cyfle ymateb i'r ymchwiliad hwn.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 31

Ymateb gan: Undeb Cenedlaethol Athrawon Cymru (UCAC)

Response from: Undeb Cenedlaethol Athrawon Cymru (UCAC)

Datblygu'r Cwricwlwm Newydd

Croesawa UCAC y cyfle hwn i ymateb i ymgynghoriad Y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 'Ddatblygu'r Cwricwlwm Newydd.

Mae UCAC yn undeb sy'n cynrychioli athrawon, arweinwyr ysgol, tiwtoriaid a darlithwyr ym mhob sector addysg ledled Cymru.

1. Cyflwyniad

- 1.1. Mae UCAC yn gefnogol iawn o'r weledigaeth ar gyfer y cwricwlwm newydd, fel y'i hamlinellwyd yn wreiddiol yn adroddiad 'Dyfodol Llwyddiannus' a'r datblygiadau ers hynny.
- 1.2. Yn ogystal, cefnogwn y gwaith a'r cyfeiriad o fewn cyd-destun y rhaglen diwygio ehangach, fwy cyfannol, i'r system addysg sy'n cael ei chrynhoi yn nogfen 'Addysg yng Nghymru: Cenhadaeth ein Cenedl' (yn ogystal ag 'Y Gymraeg mewn Addysg: cynllun gweithredu'). Er bod ceisio diwygio gymaint o elfennau o'r system addysg ar yr un pryd yn cynnig heriau penodol, teimlwn fod rhinwedd mewn anelu at system ble mae popeth yn 'tynnu i'r un cyfeiriad' a phob elfen yn cyd-gefnogi'r llall mewn modd ddylai arwain at fwy o lwyddiant o ran gwreiddio'r diwylliant a'r weledigaeth newydd.

2. Hynt y gwaith o gynhyrchu fersiwn ddrafft o Gwricwlwm Cymru er mwyn i Lywodraeth Cymru ei chyhoeddi a chael adborth gan y cyhoedd ym mis Ebrill 2019

- 2.1. Deallwn fod pwysau sylweddol iawn ar bawb sydd ynghlwm wrth y broses hon ar hyn o bryd.

2.2. Rydym wedi gweld copi cynnar o un o'r Meysydd Dysgu a Phrofiad ac rydym o'r farn ei fod yn bwynt cychwyn cadarnhaol ar gyfer trafodaeth ac adborth pellach.

2.3. Edrychwn ymlaen at gael rhagor o wybodaeth ynghylch sut bydd y drafodaeth a'r ymgynghori pellach yn mynd rhagddo, i sicrhau ar y naill law fod pawb sydd am fynegi barn yn cael cyfle gwirioneddol i wneud hynny, ac ar y llaw arall bod 'integriti' y weledigaeth yn cael ei gynnal.

3. Rôl yr Ysgolion Arloesi ac unrhyw gyfleoedd a heriau sy'n eu hwynebu wrth iddynt gyfrannu at y gwaith o gynllunio'r cwricwlwm

3.1. Mae'n hysbys bod y pwysau ar ysgolion arloesi wedi bod yn drwm. Mae'r gofynion o ran rhyddhau staff wedi bod yn sylweddol iawn, yn arbennig o safbwynt:

- ariannol i'r ysgol (talu am gyflenwi)
- ymarferol, o ran sicrhau bod disgyblion yn cael chwarae teg o safbwynt arbenigedd a chysondeb staffio
- llwyth gwaith y staff dan sylw, sydd yn aml yn gorfod parhau i baratoi ar gyfer y gwersi pan fyddant yn absennol a pharhau i farcio'r gwaith

3.2. Ar y llaw arall, mae llawer o staff sydd wedi bod yn rhan o'r gwaith wedi cael budd mawr o'r broses, ac wedi cael y cyfle i ddatblygu a defnyddio sgiliau na fyddent wedi gwneud fel arall.

4. Sut y mae datganiadau 'Beth sy'n Bwysig?', a gyhoeddwyd ym mis Rhagfyr 2017, yn cael eu datblygu i greu cynnwys y cwricwlwm ym mhob un o'r chwe Maes Dysgu a Phrofiad

4.1. Roeddem yn bryderus wrth weld y Datganiadau 'Yr Hyn sy'n Bwysig' flwyddyn yn ôl, gan eu bod yn ymddangos yn arwynebol, ac yn anghyson iawn rhwng y Meysydd Dysgu a Phrofiad o safbwynt hyd, manylder, math o gynnwys ac ati.

4.2. Fodd bynnag, o fod wedi gweld copi cynnar o un Maes Dysgu a Phrofiad enghreifftiol (Iechyd a Lles) yn ystod yr wythnosau diwethaf, rydym yn dawelach ein meddwl ynghylch hyd a lled y gwaith sydd wedi'i gwblhau (hynny yw, nid yw'n arwynebol o gwbl).

4.3. Wrth reswm, ni allwn farnu eto ynghylch cysondeb rhwng y Meysydd Dysgu a Phrofiad, nac ynghylch y cyfanwaith.

4.4. Roedd anghysondeb o ran terminoleg yn y Gymraeg ('Beth sy'n Bwysig' / 'Yr Hyn sy'n Bwysig') a mawr obeithiwn y bydd cysondeb o fewn ac ar draws y fframwaith ei hun pan gaiff ei gyhoeddi ym mis Ebrill.

5. Hynt y gwaith o ddiffinio canlyniadau cyflawniad wrth symud ymlaen drwy'r gwahanol gamau yn y cwricwlwm newydd

- 5.1. Mi fydd y gwaith hwn yn hollbwysig i'r newid pwyslais a diwylliant ehangach a ddaw yn sgil y cwricwlwm newydd, ac nid yw wedi bod yn glir iawn i ni sut byddai'r 'camau cynnydd' a'r canlyniadau cyflawniad yn edrych.
- 5.2. O'r Maes Dysgu a Phrofiad enghreifftiol rydym wedi'i weld yn ddiweddar, mae'r camau cynnydd yn edrych yn gwbl wahanol i'r trefniadau asesu sydd yn eu lle ar hyn o bryd. Maent yn ymddangos yn llawer mwy datblygiadol a chyfannol/holistaidd eu naws - ac yn bendant yn gydnaws â Phedwar Diben y Cwricwlwm.
- 5.3. Tybiwn y byddant yn llai tebygol o gael eu troi mewn i 'ddata' amrwd ynghylch cyrhaeddiad disgyblion, ac yn llai tebygol o gael eu camddefnyddio o fewn systemau atebolrwydd.
- 5.4. Fel gyda phob agwedd arall o ddatblygiad y cwricwlwm a threfniadau asesu, mae llawer o gwestiynau'n parhau e.e. sut - a phryd - yn union y disgwylir asesu/mesur yn erbyn y camau cynnydd, sut bydd hyn yn gweithio ar draws oedrannau, a fydd gofyn adrodd am gynnydd (i bwy, a phryd)?

6. Sut mae datblygiad Cwricwlwm newydd Cymru yn cyd-fynd â datblygiad y cynnig dysgu proffesiynol cenedlaethol newydd i athrawon

- 6.1. Mae hwn wedi bod yn un o'n cwestiynau/pryderon ers cychwyn y broses. Rydym ond wir yn dechrau clywed unrhyw fanylion ynghylch y cynnig dysgu proffesiynol cenedlaethol newydd, ac er bod y weledigaeth yn gadarnhaol ac yn apelgar mae cwestiynau pwysig yn parhau.
- 6.2. Mawr obeithiwn - ond nid ydym yn gwbl argyhoeddedig - fod Llywodraeth Cymru yn ymwybodol o'r chwyldro y mae'r cwricwlwm newydd yn ei gynrychioli o ran addysgeg/pedagogeg. I sawl cenedlaeth o athrawon, bydd y rhyddid newydd sy'n dod yn sgil y cwricwlwm newydd yn gwbl frawychus, ac yn teimlo fel petai'r holl sgaffaldiau sydd wedi eu hamgylchynu drwy gydol eu gyrfa yn cael eu datgymalu. Mae maint o dasg o ran dysgu proffesiynol yn aruthrol, ac ni ddylid tanamcangyfrifo maint y dasg wrth gynllunio ar gyfer y trawsnewid o'r system bresennol i'r system newydd.

- 6.3. Cyfeiria'r cwestiwn at 'y cynnig proffesiynol cenedlaethol newydd i athrawon' ond rhaid cofio pwysigrwydd sicrhau'r un fath o gynnis i staff cymorth dysgu sy'n gwbl greiddiol i lwyddiant yr holl fenter.
- 6.4. Mae £24 miliwn o gyllid eisoes wedi'i gyhoeddi at yr elfen hon o'r broses, er y nodwn fod £9 miliwn ohono i'w wario cyn diwedd y *flwyddyn ariannol hon*. Bydd angen sicrhau cyllid digonol, ac wedi'i gynllunio'n bwyllog a doeth er mwyn sicrhau ei fod yn cyrraedd pob un ymarferydd ar lawr stafelloedd dosbarth, yn ogystal ag aelodau o'r gweithlu addysg ehangach yn yr 'haenen ganol'.
- 6.5. Bydd angen bod yn gwbl realistig ynghylch yr amser fydd ei angen, a ble a phryd y rhoddir cyfle i'r gweithlu ymgymryd â'r gwaith dysgu proffesiynol. Mi fyddai disgwyl iddynt wneud hyn fel gofyniad ychwanegol ar ben eu llwyth gwaith affwysol presennol (a) yn annerbyniol a (b) yn gwbl aneffeithiol.
- 6.6. Gwyddom fod pwysau ar yr amserlen ddeddfwriaethol yn sgil ymadawiad tebygol y Deyrnas Gyfunol o'r Undeb Ewropeaidd, fodd bynnag mae UCAC o'r farn fod y ddadl dros gynyddu nifer y diwrnodau Hyfforddiant Mewn Swydd yn orchfygol dan yr amgylchiadau. Byddai'r rheoliadau sy'n angenrheidiol i sicrhau hynny yn syml dros ben, ac ni fyddem yn rhagweld y byddant yn ddadleuol.

7. Rhoi gwybod i ysgolion ac athrawon am y gwaith sy'n mynd rhagddo i ddatblygu'r cwricwlwm a chynnwys pob ysgol yn y gwaith hwn (nid dim ond yr Ysgolion Arloesi)

- 7.1. Er bod y gwaith o rannu gwybodaeth a chyfathrebu wedi gwella yn sgil pryderon dybryd yn gynharach yn y broses, mae bylchau mawr iawn yn y lefelau o wybodaeth rhwng ysgolion a rhwng ymarferwyr unigol.
- 7.2. Bydd angen parhau i gadw ffocws ar y gwaith hwn a sicrhau bod cyfle gan bob ysgol ac ymarferydd i weld y fframwaith newydd pan gaiff ei gyhoeddi ym mis Ebrill, a'u bod yn cael cyfle gwirioneddol i fynd i'r afael ag e, ac ymateb mewn modd ystyrion iddo.

8. Effeithiolrwydd y trefniadau llywodraethu, rôl y Grŵp Cyngori Annibynnol a Bwrdd y Cadeiryddion, a chyfraniad y Grŵp Rhanddeiliaid Strategol ar Ddiwygio Addysg

- 8.1. Rydym wedi gwerthfawrogi bod yn rhan o'r Grŵp Rhanddeiliaid Strategol ac wedi cael budd o'r Grŵp o ran cyfnewid gwybodaeth, ond hefyd y cyfle i holi cwestiynau ac ysgogi trafodaethau. Teimlwn fod y swyddogion, ar y cyfan, wedi bod yn agored i drafodaeth ac yn ymatebol i'r pwyntiau sydd wedi'u codi.

9. Pa mor barod yw ysgolion ac athrawon i gyflwyno'r cwricwlwm newydd ac i ba raddau y mae cysyniadau adroddiad yr Athro Donaldson ar ei adolygiad, Dyfodol Llwyddiannus, yn cael eu rhoi ar brawf a'u rhoi ar waith eisoes

- 9.1. Fel rydym wedi nodi uchod dan bwynt 6 (dysgu proffesiynol) mae ysgolion a'r gweithlu (athrawon a chymorthyddion fel ei gilydd) yn bell iawn o fod yn barod i gyflwyno'r cwricwlwm newydd. Mae llawer o anwybodaeth yn parhau, a gwahaniaethau sylweddol iawn yn y **lefelau o wybodaeth**. Unwaith y bydd y fframwaith drafft wedi'i gyhoeddi, bydd angen mynd ati'n fwriadus iawn i ledaenu'r wybodaeth ac i ymgysylltu mewn modd ystyrlon gyda'r gweithlu a rhanddeiliaid ehangach.
- 9.2. Ar yr un pryd, mae perygl bod rhai ysgolion yn ceisio **ymgymryd â'r newidiadau'n gynamserol** ac mewn modd all fod yn amhriodol neu'n wrthgynhyrchiol. Un ffenomenon sydd wedi gafael ar hyd a lled Cymru, wrth ail-strwythuro o fewn ysgolion (fel arfer yn sgil diffyg cyllid), yw creu 'cyfadrannau' (*faculties*) ar sail y Meysydd Dysgu a Phrofiad yn hytrach nag Adrannau fesul pwnc. Mae hyn yn wir yn ogystal am benodiadau unigol, er enghraifft, penodi athro 'dyniaethau' yn hytrach nag athro ag arbenigedd mewn pwnc penodol.
- 9.3. Mae angen bod yn wylidwrus iawn ynghylch y math hwn o ddatblygiad er mwyn sicrhau nad ydynt yn rhagdybio (o bosib yn anghywir) yr hyn sydd yn yr arfaeth, ac nad ydynt yn creu problemau strwythurol o'r cychwyn. Mae'r hinsawdd economaidd drychinebus mae ein hysgolion yn wynebu yn golygu bod penderfyniadau o'r fath yn gallu ymddangos yn atyniadol, heb ystyried eu gwir briodoldeb.
- 9.4. Mae llawer o agweddau ehangach o'n system addysg yn y broses o gael eu diwygio ochr yn ochr â'r cwricwlwm; y pwysicaf o'r rhain o ran sicrhau bod 'shifft' go iawn i gyfeiriad y cysyniadau, y weledigaeth a'r diwylliant newydd fydd newidiadau pellgyrhaeddol i'r **system atebolrwydd**.
- 9.5. O'r diwedd, fe ddaeth sylweddoliad bod y system atebolrwydd fel y mae ar hyn o bryd, ac fel mae wedi datblygu dros y blynyddoedd diwethaf, yn wrth-gynhyrchiol o safbwynt datblygiad 'go iawn' pob dysgwr yn y system, o safbwynt barn broffesiynol athrawon, ac o ran annog ysgolion i gydweithio a chefnogi'i gilydd. Mae wedi arwain at system sydd yn ei hanfod yn gyrru ymddygiad amhriodol sydd wedi cael effeithiau andwyol o safbwynt lles disgyblion, athrawon ac arweinwyr fel ei gilydd, heb arwain at welliannau 'dwfn' a deallus yn ein system.

9.6. Wrth reswm, mae angen systemau atebolrwydd, ond mae angen i ni fod yn gwbl glir ynghylch eu pwrpas, sut maen nhw'n gweithio a beth yn union fydd eu heffaith. Bydd y system atebolrwydd ar ei newydd wedd gyda'r elfennau mwyaf dylanwadol o ran gyrru'r math o ymddygiad a diwylliant a amlinellir yn 'Dyfodol Llwyddiannus'.

10. Sut y mae'r Grŵp Cwricwlwm ac Asesu yn sicrhau bod y gwaith o ddatblygu'r Cwricwlwm ar y trywydd iawn a chanlyniad y cyfarfod a gynhaliodd ar 13 ac 14 Tachwedd 2018 i adolygu cynnydd

- 10.1. Nid oes gennym brofiad uniongyrchol mewn perthynas â'r cwestiwn hwn, ond cymrwn y cyfle i fynegi ein pryder yn benodol ynghylch y cwricwlwm 'Hanes' ac i ba raddau y bydd y pwyslais ar hanes Cymru, yn unol ag argymhellion yr Athro Elin Jones yn ei adroddiad 'Y Cwricwlwm Cymreig, hanes a stori Cymru' nôl yn 2013.
- 10.2. Yn wir, rydym yn awyddus iawn i gael sicrhau o ogwydd a phwyslais llawer fwy Cymreig yn y cwricwlwm newydd drwyddi draw.
- 10.3. Pryderwn yn ogystal am y 'continwrm' ar gyfer y Gymraeg (sy'n hanfodol ar gyfer creu un pwnc integredig yn hytrach na Chymraeg iaith gyntaf a Chymraeg ail iaith); nid ydym wedi clywed llawer ynghylch cynnydd yn y maes hollbwysig hwn, na sut y bydd yn gweithredu'n ymarferol.

11. Hynt y gwaith o ddatblygu trefniadau asesu newydd

- 11.1. Mae'r trefniadau asesu newydd yn mynd law yn llaw â'r camau cynnydd. Er ein bod ni wedi gweld fersiwn drafft o gamau cynnydd mewn un Maes Dysgu a Phrofiad, nid oes gennym fawr o syniad hyd yma o sut olwg fydd ar y trefniadau asesu newydd. Mawr obeithiwn y daw hyn yn gliriach adeg cyhoeddi'r fframwaith ym mis Ebrill, os nad yn gynt.

12. Y camau a gymerir i sicrhau bod Cwricwlwm Cymru newydd yn ategu blaenoriaethau eraill Llywodraeth Cymru, gan gynnwys (ond nid yn gyfyngedig i) Cymraeg 2050

- 12.1. Ar y cyfan, ymagwedd a strategaeth integredig iawn a welir mewn perthynas â'r diwygiadau i'r system addysg - mae hynny'n beth gadarnhaol (a phur anarferol) i'w weld. Fodd bynnag mae rhai eithriadau y mae'n rhaid i ni eu rhestru.
- 12.2. Nid yw'r dimensiwn **cynllunio'r gweithlu addysg** - yn enwedig mewn perthynas â'r angen i greu gweithlu llawer fwy dwyieithog - fel petai'n symud ymlaen yn ddigonol o bell ffordd. Mae gennym bryderon yn arbennig ynghylch y meini prawf ar gyfer y cyrsiau Addysg

Gychwynnol Athrawon newydd sy'n dechrau ym mis Medi 2019, a yw'r gofynion yn ddigon cryf ac yn creu ddigon o gysondeb ledled Cymru. Heb gynnydd sylweddol a chyflym yn niferoedd yr athrawon sy'n gallu dysgu'r Gymraeg fel pwnc a/neu'n gallu dysgu drwy gyfrwng y Gymraeg mae'n annhebygol y byddwn yn gweld newidiadau o'r raddfa sydd ei angen i gyrraedd nodau Cymraeg 2050.

- 12.3. Nid ydym o'r farn fod y sector a'r gweithlu **addysg bellach** yn cael eu cynnwys yn ddigonol yn y trafodaethau.
- 12.4. Bydd angen bod yn ymwybodol bod y diwygiadau i'r system Anghenion Dysgu Ychwanegol (ADY) yn mynd i fod yn digwydd mewn ysgolion ar yr un pryd â'r diwygiadau i'r cwricwlwm. Mi fydd hwn yn gyfnod trwm ac anodd ei lywio i bawb o fewn y gweithlu addysg, yn arbennig i arweinwyr ysgol ac i Gydlynwyr ADY. Bydd angen sicrhau bod digon o gefnogaeth a chynghor, rhwydd eu cyrchu, ar gael.
- 12.5. Bydd angen bod yn wyliadwrus bod unrhyw ddatblygiadau mewn perthynas â sefydlu **Comisiwn Trydyddol** yn cymryd datblygiadau'r cwricwlwm a'r diwygiadau ehangach i ystyriaeth. Rydym o'r farn nad yw'r cysylltiadau rhwng y gwaith polisi yn y maes ôl-orfodol (PCET) yn cysylltu'n ddigon agos â'r sector ysgolion.

13. Unrhyw fater arall y mae rhanddeiliaid yn dymuno tynnu sylw'r Pwyllgor ato.

- 13.1. Ar hyn o bryd, mae cryn ansicrwydd ynghylch dyfodol **cymwysterau** yn sgil y diwygiadau i'r cwricwlwm. Bydd y garfan gyntaf o ddisgyblion sydd wedi dilyn y cwricwlwm newydd yn dechrau ar eu cyrsiau TGAU ym mis Medi 2025. Gan gyfrif am yn ôl, a gan ystyried yr holl gamau yn y broses o ddiwygio a datblygu cymwysterau (gan gynnwys paratoi adnoddau yn y ddwy iaith), nid yw'r amserlen ar gyfer diwygio yn un hael. Mae angen atebion buan i'r cwestiynau mawr sydd wedi bod yn cael eu gofyn ers sawl blwyddyn bellach.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 32

Ymateb gan: National Education Union Cymru
Response from: National Education Union Cymru

About National Education Union Cymru:

- The National Education Union Cymru stands up for the future of education. It brings together the voices of teachers, lecturers, support staff and leaders working in maintained and independent schools and colleges to form the largest education union in Wales.
- The National Education Union is affiliated to the Trades Union Congress (TUC), European Trade Union Committee for Education (ETUCE) and Education International (EI). It is not affiliated to any political party and seeks to work constructively with all the main political parties.
- Together, we'll shape the future of education.

Our response

The National Education Union Cymru welcomes the opportunity to respond to this consultation.

We have answered the questions which were able to do at this time. Overall, we remain concerned about the variation in readiness for the new Curriculum across Wales.

In an interview with BBC Wales, the head of WJEC said that lessons could be learnt from the roll-out of the Curriculum for Excellence in Scotland¹. We would agree with that. We know that expectations must be made clear to the education workforce and that they must be supported to meet those expectations.

Therefore, we have always said access to good professional learning opportunities and funding is critical. Without sufficient CPD and funding the ambitions of 'Our national mission' will not be fulfilled. We note that Professor Mick Waters' report²

¹ <https://www.bbc.co.uk/news/uk-wales-44522981>

²

<http://www.assembly.wales/ministerial%20statements%20documents/the%20future%20of%20teachers%E2%80%99>

“Teachers a valued profession” says there should be entitled to seven days CPD. We have always called for this and would be supportive of the 2 extra days CPD. This is vital to implementation of the new Curriculum.

• Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019;

1. There is concern regarding the progress towards producing a draft Curriculum for Wales. Our members are concerned that not enough practitioners in the classroom are aware of precisely what the new curriculum would mean to them, nor that their school would be ready.

• The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design;

2. Whilst we have been assured by WG that the Pioneer Schools are on track to deliver the new Curriculum in time, we have not been provided with clear evidence of their involvement. WG has informed us the Pioneer Schools have been working within and across the 6 AoLE groups, but we have little anecdotal evidence of their work being tested and refined other than what we have been told.

Professional learning

3. We are generally pleased to note that money has been passported directly to schools for professional learning on the implementation of the new Curriculum. Generally that decision has been well received in schools, where resources for professional learning has been limited. We are concerned that based on comments from the WLGA and the LAs, the money would not have been used for that purpose if included in the RSG.

• Workload

4. Unfortunately little work appears to have taken place so far to alleviate workload of teachers both in the Pioneer Schools or more generally as we approach the stage where the curriculum can be rolled out. This is a crucial issue that has to be tackled if roll out is to be successful and we would like to see WG plans for dealing with this factor and to be involved in positive steps to reduce that burden.

• Curriculum Roll out

[20pay%20and%20conditions%20\(2\)/180921%20-%20kw%20-%20teaching%20a%20valued%20profession%20report%20by%20mick%20waters%20-%20english%20%20\(1\).pdf](https://www.welshgovernmentschools.org.uk/wp-content/uploads/2019/04/20pay%20and%20conditions%20(2)/180921%20-%20kw%20-%20teaching%20a%20valued%20profession%20report%20by%20mick%20waters%20-%20english%20%20(1).pdf)

5. Moving the roll out of the new Curriculum back was the correct step and hopefully should allow schools to prepare properly. We would like to see full engagement with, and from, the education profession when the new curriculum and assessment arrangements become available for feedback in April 2019. That crucial engagement should remain a priority as we work towards the final model and the implementation of the National Approach to Professional Learning in 2020.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 33

Ymateb gan: Cymdeithas Llywodraeth Leol Cymru & Cymdeithas Cyfarwyddwyr Addysg Cymru

Response from: Welsh Local Government Association (WLGA) & Association of Directors of Education in Wales (ADEW)

INTRODUCTION

1. The Welsh Local Government Association (WLGA) represents the 22 local authorities in Wales. The three national park authorities and the three fire and rescue authorities are associate members.
2. It seeks to provide representation to local authorities within an emerging policy framework that satisfies priorities of our members and delivers a broad range of services that add value to Welsh Local Government and the communities they serve.
3. The WLGA is pleased to be able to respond to the CYP&E Committee's *Review of Curriculum Reform*. This response has been informed by the knowledge and expertise of the Association of the Directors of Education in Wales (ADEW). As such this is a joint consultation response on behalf of the WLGA and ADEW and represents the collective views of the 22 local authorities in Wales.
4. The following response is structured around the specific questions as set out in the Committee Chair's letter requesting evidence.

	Comments:
<p>Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019;</p>	<ul style="list-style-type: none"> • In too many cases, not enough of what <i>actually</i> matters has been included in the AoLEs. • Currently, mathematics appears to be the best-defined AoLE. The detail provided by the “low-level” knowledge, skills and experiences will help teachers with their planning and support continuity and progression in pupils’ learning. • In the main, too many statements are generic, poorly defined and weak on knowledge and skills development. As a result, it is likely that pupils’ knowledge, understanding and skills development will be left-to-chance, i.e. relying heavily on the knowledge and experience of individual teachers as opposed to an entitlement defined by the curriculum. Pupils <i>without</i> strong family support are at risk of missing out the most. • In addition, in its current form, the new curriculum has a large number of “what matters” statements for teachers to plan for and deliver. In total, there are 30 “what matters” statements across the AoLEs that teachers will need to plan, teach and assess from Foundation Phase to GCSE. This will be particularly challenging for primary teachers where the load is not shared across departments/faculties. In addition, the overlap with the LNF and DCF cross-curricular planning documents will potentially add to teachers’ workload and planning difficulties. It could be beneficial in certain AoLEs to consider a different approach for packaging the primary curriculum. For example, a general science “what matters” statement might simplify teachers’ planning in primary schools. In addition, the DCF might be sufficient to deliver themes related to computer science in the Foundation Phase and key stage 2. • Problem-solving strategies (heuristics) are not clearly defined in the curriculum. • References to Wales, UK and Europe are not consistent through AoLEs. Occasionally, the documents refer to “Wales and wider world”, in others it is “Wales and UK”, and elsewhere “Wales and Britain”. A consistent approach would be beneficial. Moreover, it would be desirable if the curriculum supported pupils’ awareness and understanding of Wales’s position in the UK, the relationship between the other home countries and the UK’s relationship with Europe more clearly. • Foundation Phase – appropriate consideration has not been given to pupils’ earliest starting points in most of the

what matters statements, nor do the progression steps include enough detail. Many statements are too generic.

- Practitioners would value more focus on the 'how' alongside the 'what'

Publication dates for all AoLEs have been scheduled for December and January. All AoLE's are on schedule for completion.

The region provides curriculum updates via a network based in Hwb, individuals in schools and local authority officers are able to join this network and access to the latest updates. There is an expectation that people will be accountable for accessing the information for themselves. However, this has not been made sufficiently clear enough to people. Other than information heard anecdotally or sourced directly, the systematic methods for informing the sector of developments are weak. It would appear that *Dysg* - the Welsh Government Newsletter is the main source of information cited by Challenge Adviser teams. Information was shared via National Challenge Adviser training in June. It is also reported that Network Leaders of Learning appear to have far greater knowledge and awareness than Challenge Advisers.

Lang/Lit AoLE (5 WMs)

- It is difficult to understand how this area of learning can map out progression equitably between English, Welsh and modern foreign languages as it attempts to treat mother-tongue languages alongside second languages. Language acquisition and grammatical understanding will start at very different points depending on whether the language is a first or second language.
- The well-established fields of oracy, reading and writing in language development, while referenced, are not that well defined.
- It is a concern that modern foreign languages, such as French, are not explicitly identified in this AoLE; they are referred to as "other languages". The lack of prominence is likely to undermine their importance in the curriculum, and, given there has been around a 50% decline in the uptake of MFL languages at GCSE since 2002, it is likely that modern foreign languages, such as French, German and Spanish, will diminish further.
- This AoLE does not highlight how the English language had evolved, for example, by making explicit links between English words and their derivations from Greek,

	<p>French/Latin and Norse. This would be beneficial in assisting pupils with their English language acquisition.</p> <ul style="list-style-type: none"> • The outcome statements are very general, and at times lack clarity, for example, “I am interested in different languages and cultures” and “I reflect critically on my language and the language I hear/view/read, adapting my own responses to different audiences and purposes”. In essence, the progression steps do not always clearly map out progression, and, in their current form, are likely to be difficult for teachers to use. • There is limited detail, in contrast to the mathematics AoLE, which is not helpful in aiding teachers’ planning. • There are no specific references to significant British & UK culture/events, which have been pivotal to language development in the British Isles. • There are many high-level & grandiose themes at the expense of the nuts & bolts of language development – speaking, reading & writing. • Overall, this AoLE is likely to be difficult to use when planning the language development of pupils in the separate areas of English, Welsh and modern foreign languages. <p>Maths/numeracy AoLE (4 WMs)</p> <ul style="list-style-type: none"> • The “what matters” statements follow well established mathematical domains, which are broadly – number, algebra, shape and statistics. Teachers of mathematics, and indeed non-specialists, are likely to welcome this approach, as they are well defined/understood areas in mathematics. • Progression is broadly mapped out well in the progression steps, although the outcomes statements are not particularly helpful if used as assessment criteria as they are too general, (e.g. “I illustrate data in different ways”, and “I analyse connections between shapes”). • Important problem-solving strategies (heuristics) are not identified well enough. These strategies are not only important to mathematics but also other subject areas. Strategies would include: <ul style="list-style-type: none"> • Draw a diagram / model, break a problem down, use guess-and-check (trial & improvement), Be systematic – listing/ordering/grouping/tables, work backwards, look for a pattern, graph it, Generalise and use algebra, Use before-after concept, Restate the problem in another way, Think of a related problem. • Teachers will welcome the low-level skills appendix; it will provide them with some of the detail that they will need
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to plan effectively, which is not provided by the outcomes statements. This detail will assist with continuity between primary and secondary phases.

Science/Tech/Computing AoLE (7 WMs)

- At the time of writing, this AoLE appears to be the least developed.
- For the science aspects, the wordy “what matters” statements are “Biology”, “Chemistry” and “Physics”. It seems odd that the pioneers are re-wording these well-understood and defined domains.
- Furthermore, it might be worth considering taking different approaches at primary and secondary – is there a need to take Biology/Chemistry/Physics individually down to progression steps 1/2/3? It might be better to package a general science for primary section, which then becomes more subject-specific in secondary. A concern is that the separate sciences have been split across five what matters statements, which will be cumbersome for teachers’ planning, and particularly in primary schools.
- WM4 (chemistry) appears the most underdeveloped science area at this point. There is a lot of repetition between the achievement outcomes over the progressions steps, e.g. PS3 “I select and use appropriate techniques to separate simple mixtures and am able to justify my choice”. This statement is repeated in PS4. This happens with many statements and raises the question – how will teachers use them to meaningfully assess pupils’ progress?
- Computing has a distinct “what matters” statement, however, there is a significant overlap with the computational-thinking strand of the DCF. The danger here is that it could overload the curriculum, particularly in primary schools. There are some key aspects missing – logic (Boolean operators), database design/interrogation, artificial intelligence, module/procedural programming, and iteration for example.
- The “what matters” statements do not cater for design technology well. This section contains little reference to the craft or skill of working with different materials and components, for example, food, cloth, wood, metal, plastic, circuitry components, for example. The related “what matters” statements contain a lot of design-thinking jargon. While design principles are important, the art of learning a skill/craft with different materials is not well defined.
- It could be there are too many subject domains in this very large and unwieldy AoLE. In addition, consideration of a

different structure for primary and secondary schools, to mitigate against over-loading of the primary curriculum, is worth some thought.

Humanities AoLE (6 WMs)

- A lot has been included in this area. There are six “what matters” statements. These include aspects of philosophy, sociology, politics, media, economics, citizenship, entrepreneurship as well as the significant domains of geography, history and RE. While this is laudable, it raises the question “how will teachers deliver it all?”
- Many of these themes might be better delivered through the Wellbeing AoLE or on a cross-curricular basis.
- Paradoxically, the statements refer to pupils recognising the interconnections between the disciplines of Geography, History & RE while explicit references to teaching these disciplines are less well defined.
- It is helpful that references to Britain and the UK have been included, after initially being absent. However, across all AoLEs, references to Wales, UK and Europe are not consistent. It is important geographically, historically, politically and economically that pupils should develop an awareness of Wales’ position in the UK, the relationship between the other home countries and the UK’s relationship with Europe.
- There is a large variation in the degree of knowledge specified between the “what matters” statements at this point. The lack of knowledge in history appears to be a gap as there are no references to the development of Europe over the last 2,000 years, for example, key events linked to: Romans, Vikings, Normans, discovering the Americas, World Wars I and II. Pupils should develop a core knowledge that will help them understand the world they live in and how it has developed.
- Overall, while this AoLE is very well intentioned, due to a lack of sufficient detail and the inclusion of many additional themes (e.g. citizenship, sociology, business, media etc.), it could lead to large inconsistencies in the knowledge and understanding gained by pupils across schools, i.e. too much will be left to chance at classroom or school level.

AoLE Wellbeing (5 WMs)

- One of the main disciplines in this area is physical education, however, physical and sporting development is not mapped out well.

- Physical development and food nutrition are grouped together in the first “what matters” statement. The risk is that pupils will spend more time talking about being healthy rather than being physically active.
- Furthermore, sport, and what sport entails, is absent in the progression steps. In fact, there is no mention of the word sport. For a proud sporting nation, that Wales is, and the value sport brings to individuals and communities, the lack of prominence of sport is a concern. As a result, there are no references to team and individual sports, and the essence of teamwork/roles is missing. In addition, there is no progression with developing an understanding of the differences between sports (e.g. winter, summer, team, individual, contact, racquet etc.). The concepts of scoring, rules, refereeing, fair play and sportsmanship are not evident.
- It is not clear whether this AoLE replaces the need for the “basic curriculum”, which includes aspects such as sex education and careers and the world of work etc. There are references to some aspects of the basic curriculum (mainly relationships), but it is not clear, particularly, for example, with the world of work/careers.
- Overall, there are too many poorly defined “what matters” statements and achievement outcomes (e.g. particularly in WM2, WM3, WM4) at the expense of PE/sport that is poorly defined. Also, the question of whether the basic curriculum (PSE/RE/SRE/CWW) is incorporated is unclear.

AoLE Expressive arts (3WMs)

- This AoLE attempts to deliver art and music through three “what matters” themes, namely; Explore & Experience, Create & Express, and Reflect & Respond. However, this approach has led to poorly defined and repetitive achievement outcomes across the progression steps. For example, WM1 PS2 “ I experience and explore creative works from Wales and the wider world, reflecting different people and time periods”, and, WM1 PS3 “I have experienced artworks from Wales and the wider world to enrich my own creativity”. The progression between these steps is not clear. This lack of clarity is evident in many of the achievement outcomes between the progression steps.
- At the time of reviewing this AoLE, there was insufficient knowledge and skills mapped out in the disciplines of art and music; for example aspects such as:
 - artistic knowledge/skills – shading, blending, definition, colour, light, perspective etc., or

	<p>working with paint, chalk, clay, other materials or digital representations etc.</p> <ul style="list-style-type: none"> ○ musical knowledge/skills – pitch, octaves, tone, balance/pan, melody, rhythm, instruments, styles, effects, amplification and digital manipulation etc. <ul style="list-style-type: none"> ● The danger is that the curriculum, and the teaching of it, will not develop pupils’ subject-specific knowledge & skills well enough to allow them to be expressive, creative and reflective in <i>meaningful ways</i>.
<p>The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design;</p>	<ul style="list-style-type: none"> ● In the secondary phase, pioneer schools have been tackling the challenges of Donaldson’s curriculum design. Several strategies adopted, such as collapsed weeks and thematic approaches to language development, have been unsuccessful and schools have had to rework their approaches. In the secondary phase, the humanities AoLE has been the most popular area for schools to work with. A few pioneer schools have adjusted their leadership structures to align responsibilities more closely to the new curriculum. Overall, it is too early to judge the impact of any of these changes. ● Most pioneer schools in the primary sector have restructured their leadership teams to support the development of AoLEs. Alongside this, a few schools are reviewing the development of the creative approaches established in foundation phase through into key stage 2, for example, outdoor learning opportunities. Wider consideration to developing the pedagogical principles are beginning to take place, with a few very good examples evident. ● Overall, at this stage, the curriculum reform has been more straightforward to implement in primary schools than in secondary schools. ● Curriculum Pioneer Schools have been directed to work during and in-between AOLE workshops. Individual practitioners working with the AoLE curriculum development groups have demonstrated significant professional development in line with reform. The practicality of releasing staff has been appeased by scheduling regular meetings to aid forward-planning of schools. There have been issues with engagement of some pioneer schools with some clusters reporting a lack of knowledge about the way the new AOLEs are developing. ● Pioneer schools have generally engaged well with other headteachers through their headteacher networks. Individual pioneer schools have engaged their local

	<p>networks whilst trialling aspects of the pioneer work. Local authorities have generally engaged well with other pioneer schools as appropriate across Wales.</p> <ul style="list-style-type: none"> • This engagement tends to be informal and sporadic with individuals receiving information on an anecdotal basis. • There have been challenges related to the release of teachers from schools, but they appear to have been alleviated somewhat by regular scheduling of meetings well in advance. • This has been a challenging and significant programme of work for pioneer schools, but most have demonstrated good engagement with the work required.
<p>The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE);</p>	<ul style="list-style-type: none"> • Each group is nearing the final stages of the development of their respective AoLE frameworks. Much of the information remains within the working groups with information not being shared as there has been much adaptation and revisions to the AOLES. • There is limited knowledge of this at school level as this has not been sufficiently shared with schools or local authorities.
<p>The involvement of academic and other external expertise in informing curriculum design</p>	<ul style="list-style-type: none"> • The landscape is awash with experts getting “excited” about curriculum reform however, the reality is that workload-weary teachers will have to try to make it work on the ground. • Dr Steve Munby has made strong contributions in the area of accountability (WG conferences). • A range of experts have been funded to support AoLE groups in curriculum design. The CAMAU project has provided a range of HEI’s and professors to oversee development of professional learning. Members of the Learned Society, the Foundation Phase expert panel, Estyn and Qualifications Wales have consulted on the curriculum frequently. Again the information regarding this being shared with schools is patchy and not consistent. • The engagement of the Learned Society with regards to the Welsh Dimension and International Perspective is to be welcomed. <p>All headteachers have had updates on schools as learning organisations and assessment and progression steps updates through regional conferences. Local authority officers have joined these.</p>

<p>How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs;</p>	<ul style="list-style-type: none"> • The What Matters statements have evolved from the initial statements developed in December 2017, through several iterations, following on from feedback provided by a range of stakeholders. Academic expertise has directed the feedback and led to revision of the What Matters statements and supporting narrative in each AoLE. The design stage has predominantly revolved around the pioneers and again the sharing of information has been variable. The begs the question how consistent are the key messages and are some schools marginalised and not as engaged as they could or should be? • What matters statements have been shared on learning Wales and have been shared by local authorities as part of headteacher briefings and through LA to school newsletters. • Anecdotally, LAs have had to find out about the 'What Matters' statements themselves and updates and training appear to be limited.
<p>Progress in defining achievement outcomes at the various progression steps within the new curriculum;</p>	<ul style="list-style-type: none"> • Each AoLE developed a progression narrative in the spring of 2018, linked to each What Matters statement. From these narratives, draft Achievement Outcomes were developed. Each AoLE has been supported by colleagues from CAMAU in developing their progression framework and subsequent Achievement Outcomes. This information again is held within the AOLES and not shared widely with stakeholders and subsequently there is little information within schools. • This has been shared with some local authority officers through various groups that they meet with for example in one authority the Foundation Phase expert group.
<p>How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers;</p>	<ul style="list-style-type: none"> • ADEW has emphasised that not enough is being done to attract high-quality graduates to the teaching profession, particularly with regards to attracting high-calibre graduates to key/core areas of the curriculum. • Information and guidance related to schools as learning organisations (SLOs) has been confusing. Recent autumn WG conferences on the approach to professional learning have not been particularly well organised or delivered. • The development of the new national professional standards is an aspect that schools require further training and support on. • Potentially, workload issues, curriculum reform and other priorities might deter high-calibre graduates from choosing a career in teaching.

	<ul style="list-style-type: none"> • The national professional learning offer for teachers is currently being developed at a consortia level with Welsh Government, and will align with the new curriculum. • Newly Qualified Teacher (NQT) leads are aware of this alignment through WG-led NQT training and development. There has been a consistent message to focus on the four core purposes, with the development of the new curriculum being developed by other groups that are not necessarily linked.
<p>Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools);</p>	<p>This remains weak but there has been some improvement. The timeline is understood but there is little information on how things are progressing. It would be fair to say that initially even the pioneer schools did not know their role for a long period of time.</p> <ul style="list-style-type: none"> • Pioneer schools are sharing their work (success/challenges) in network meetings. Non-pioneer schools are asking more questions and are beginning to plan for the forthcoming changes. • Further consideration could be given to sharing the work and developments of pioneer schools across clusters in the primary sector. • Curriculum and Professional Learning Pioneers have been supported to engage with Pioneer and partner schools on specific aspects of the design. • This has been shared through regional conferences, however the tone of this is sometimes difficult for people to engage with. • It was recently shared with ADEW by Kevin Palmer and Steve Davies. <p>Each local authority, region and consortium has a role to play in ensuring this happens. Communications through <i>Learning Wales</i> and <i>Dysg</i> take place on a regular basis, however not currently sufficiently effectively. A Series of training events have been delivered for challenge advisers for example through newsletters and training updates regionally and nationally.</p>
<p>Effectiveness of the governance arrangements, role of the Independent Advisory Group and Chair Board, and involvement of the</p>	<p>This work is not well known or understood by local authorities and schools. There might be a clearer understanding of this at regional (consortia) level.</p>

<p>Education Reform Strategic Stakeholder Group;</p>	
<p>The preparedness of schools and teachers for delivering the new curriculum and to what some extents of the concepts of Professor Donaldson's Successful Futures review are being tested and carried out already;</p>	<p>Schools are already trialling aspects of this work. However the movement of knowledge around the system is insufficiently captured and shared. In some regions, the work of network leaders of learning between clusters and across the region is not transparent or available for all to see.</p> <ul style="list-style-type: none"> • Secondary schools, in general, are not particularly well prepared for delivering the new curriculum now. Key stage 4 outcomes and changes to GCSE examinations have been more to the front of their minds. However, schools are engaging more. Pioneer schools are still grappling with the challenges of Donaldson's curriculum design. Several strategies adopted, such as collapsed weeks and thematic approaches to language development, have been unsuccessful and schools have had to rework their approaches. Importantly, pioneer schools are sharing these experiences with non-pioneer schools. Overall, it is difficult to gauge the preparedness of the profession as the system is still waiting for the AoLEs to be completed. Many schools are taking a pragmatic wait-and-see approach before making significant changes. • Several schools are adopting a three-year KS4 curriculum. In these schools, pupils effectively have 1½ years of key stage 3 before choosing GCSE courses. This curtailment of key stage 3, will potentially result in too many teachers over-focusing on examination performance at key stage 4 at the expense of delivering a rich, broad and deep curriculum in key stage 3. In effect, the new curriculum might be marginalised in the pursuit of examination performance. • The continuing uncertainty around arrangements/outcomes at KS4 poses a serious risk to our secondary schools devoting sufficient attention to curriculum development at KS3. This is worrying, and better, or more co-ordinated thinking by the Welsh Government could have (and perhaps still could) alleviate this. • Most primary schools are developing the delivery of the new curriculum, building on practice already established within the foundation phase. Many schools adopt a theme or story-based approach which lends itself well to promoting the delivery of the new curriculum. The

	<p>development of pupils' voice in promoting children to be actively involved in contributing to their own creative learning opportunities is promoted well in a few schools although there is wide variance. There are examples of local authorities establishing 'directories of good practice' which aim to facilitate signposting of schools who identify as exhibiting good practice in this and other areas.</p>
<p>The role of the Curriculum and Assessment Group in ensuring the development of the curriculum is on track and the outcome of its 'checkpoint' meeting of 13-14 November 2018 to review progress;</p>	<p>This does not appear wellknown to schools. However nationally it is known that there is further work to do in improving 'what matters' statements and the progression steps following inputs from a range of professionals.</p> <p>The Curriculum and Assessment Group (CAG) have reviewed progress and provided advice at specified stages in the process.</p>
<p>Progress in developing new assessment arrangements;</p>	<p>Pioneers from each AoLE have begun to develop a line of work linked to developing new assessment arrangements, supported by Qualifications Wales. This is very limited in respect of schools as the current statutory curriculum still takes precedence over what schools have to do, this has resulted in wasted time and energy which could have been used effectively in helping schools to move forward with assessment.</p> <p>Headway in developing the progression steps does not appear to be well known.</p> <p>Glasgow University, in conjunction with TSD, released weighty tome-like reviews on assessing the AoLEs. These reports have been shared with schools, but the main messages from them are not well understood. Overall, the reports are too long, and given the academic style, they are impenetrable for busy teachers. Therefore, currently, schools have little awareness of this aspect.</p> <p>Primary schools continue to use ongoing formative assessment arrangements.</p>
<p>The steps being taken to ensure that the new Curriculum for Wales</p>	<ul style="list-style-type: none"> • There are concerns around the ability to recruit sufficient numbers of Welsh-speaking practitioners to deliver and support the new curriculum in the context of the Welsh language and Welsh dimension, and an educational

<p>complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050;</p>	<p>contribution to policies such as the one million Welsh-speakers by 2050. Regions, supported well by local authorities, have prioritised this but the targets are daunting to say the least.</p> <ul style="list-style-type: none"> • It is not clear how all the Welsh Government’s strategies for improvement such as LNF (lit/num framework), PDG, MAT (more able pupils - PISA), national testing, GCSE reforms, new interim KS4 indicators, NNEM (maths), NNEST (science & technology), Bilingual +1 (MFL), lead creative schools (art), Cymraeg 2050, inspection reform, regional consortia and post-16 development all sit together under the umbrella of curriculum reform. In and amongst all the change and reform in the system, potentially, leaders and teachers will be distracted from focusing on what matters – teaching children. • Given the reduction in the uptake of languages and arts at key stage 4 and A-level, it will be challenging to meet specific priorities moving forward. • The draft Curriculum for Wales work to date is fully supportive of Welsh Government Priorities. • Literacy, Numeracy and Digital competence are the three Cross-Curricular responsibilities in the new curriculum. Statutory requirements are being adhered to and included in each AOLE and the overarching documents. • Steps being taken to ensure alignment with other priorities is variable depending on the priority, for example aligning to professional learning is developing well, recruiting sufficient Welsh speakers for the 2050 Welsh target not so well. The development of skill shortages such as leadership and teachers of STEM subjects is poor and as yet undeveloped.
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<p>Any other issue stakeholders wish to draw to the Committee’s attention.</p>	<p>None</p>
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Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 34

Ymateb gan: Cymorth i Ferched Cymru
Response from: Welsh Women's Aid

About Welsh Women's Aid

Welsh Women's Aid is the umbrella organisation in Wales that supports and provides national representation for independent third sector violence against women, domestic abuse and sexual violence (VAWDASV) specialist services in Wales (comprising our membership of specialist services and members of the regional VAWDASV Specialist Services Providers Forums).ⁱ These services deliver life-saving and life-changing support and preventative work in response to violence against women, including domestic abuse and sexual violence, as part of a network of UK provision.

As an umbrella organisation, our primary purpose is to prevent domestic abuse, sexual violence and all forms of violence against women and ensure high quality services for survivors that are needs-led, gender responsive and holistic. We collaborate nationally to integrate and improve community responses and practice in Wales; we provide advice, consultancy, support and training to deliver policy and service improvements across government, public, private and third sector services and in communities, for the benefit of survivors.

We also deliver direct services including, for example, the Welsh Government funded Live Fear Free Helpline and a National Training Service partnership. . We are piloting the Survivors Empowering and Educating Services (SEEdS) project, which is empowering survivors of violence and abuse to collectively influence and inform improvements in public services and commissioning frameworks, and help change attitudes.

We also deliver the Wales National Quality Service Standards, a national accreditation framework for domestic abuse specialist services in Wales (supported by the Welsh Government) as part of a UK suite of integrated accreditation systems and frameworks. (More information on the NQSS can be found here: <http://www.welshwomensaid.org.uk/what-we-do/our-members/standards/>)

Introduction

Welsh Women's Aid welcomes the opportunity to inform the consultation on the progress of the new curriculum development around violence against women, domestic abuse and sexual violence (VAWDASV) and healthy relationships in order to ensure the objectives and ambitions set out in a curriculum for Wales – a curriculum for life are met.

We know that almost 20% of younger students aged 11-14 in Wales have experienced verbal abuse in relationships at least once or more, which rises to almost 40% of students aged 15-16. We also know that up to 1 in 5 girls at secondary schools in Wales report they've experienced unwanted touching, groping or kissing by a boy whilst in school at least once.¹

We also know that children and young people are experiencing VAWDASV in their childhood within their families. 1,121 children were supported by specialist VAWDASV community/outreach services in Wales in 2017/18, and 1,065 children under 16 years of age were supported in refuge provision. There has been a year on year increase of 14% in the number of children accessing refuge-based support services.

These experiences can negatively impact children and young people's mental health, well-being, academic attainment and their relationships lasting well into adulthood. Education is a vital tool in achieving long term change in Wales for children and young people experiencing VAWDASV.

Children and young people need to learn about age-appropriate relationships and sexuality education, and have access to high-quality learning and support about equality, safety, sexual consent and healthy relationships. This education must be delivered by trained and skilled teachers, in partnership with domestic abuse and sexual violence specialist services. Schools also need to be better equipped to identify and support disclosures from pupils, parents and staff, and make sure there are clear routes to access support in the local community.

Six Areas of Learning and Experience (AoLE): Health and wellbeing

Ensuring children and young people are equipped to make informed, healthy choices and decisions around their relationships is intrinsic to protecting and promoting health and well-being and therefore allowing every child or young person to meet their potential.

Children and young people simply cannot be empowered to make these choices that could have a lifelong impact on their environments, communities and cultures without a sufficient education infused with knowledge and awareness of all forms of VAWDASV.

This is reinforced by the What Matters report, published in 2017, which detailed the emphasis on promoting:

- Children and young people's ability to respond positively and appropriately to both positive and negative experiences, and develop resilience, confidence and empathy, influencing their emotional and mental well-being.
- An understanding and awareness of diverse relationships, including friends, family, romantic, sexual, professional and spiritual relationships and how to develop the skills to form and maintain positive relationships based on trust and mutual respect, as well as knowing how to manage conflict, recognise unhealthy relationships, and when and how to seek support is also fundamental to health, safety and well-being.

¹ School Health Research Network survey of 35,071 students from 87 secondary schools in Wales (SHRN, 2015).

To ensure that these are an effective part of the curriculum the following areas need to be addressed:

1) Delivering the curriculum within a Whole Education Approach to VAWDASV

The Whole Education Approach Good Practice Guidance² was developed by the Welsh Government in conjunction with Welsh Women's Aid to provide a guide for schools on how to develop and successfully deliver a Whole Education Approach to promoting gender equality and respect to challenging violence against women, domestic abuse and sexual violence to promote health and well-being.

It recommends the following nine key elements be put in place:

1. Children and young people learn about VAWDASV.
2. Staff learn about VAWDASV.
3. Parents, care-givers and family learn about VAWDASV.
4. Monitoring and evaluation systems are in place to measure impact of this work.
5. Measures are in place to support people who experience forms of VAWDASV.
6. Active participation of children and young people, staff and parents/care-givers to prevent VAWDASV.
7. Taking action to prevent VAWDASV in the wider community.
8. Working in partnership with relevant local experts.
9. Embedding a comprehensive prevention programme.

Unfortunately, an Estyn thematic review into VAWDASV³ published last year showed that there were inconsistencies in schools delivery of a whole education approach. Most school leaders were not even aware of the Welsh Government guidance published in 2015 for schools to deliver a whole education approach to preventing violence against women. Welsh Women's Aid is currently engaging with regional VAWDASV teams and safeguarding teams to identify schools that could benefit from support with embedding the whole education approach. From this work it is clear that there are still many schools unaware of the guidance and/or in need of support to embed the practice in the schools.

Additionally many teachers had received little or no training on these issues. Teacher training needs to be delivered by external experts to increase awareness and empower staff to identify signs and symptoms so that all children and young people can feel supported.

2) Development and delivery of Sex and Relationships Curriculum

Welsh Women's Aid welcomed the announcement by Cabinet Secretary for Education in May 2018 that Relationship and Sexuality Education will become statutory from the age of 5 to 16 in the new curriculum by 2022, following the

² Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales, https://www.cardiff.ac.uk/_data/assets/pdf_file/0007/522394/A-Whole-Education-Approach-to-Violence-Against-Women,-Domestic-Abuse-and-Sexual-Violence-in-Wales.pdf

³ <https://www.estyn.gov.wales/sites/default/files/documents/A%20review%20of%20healthy%20relationships%20education.pdf>

recommendations made in the publication of The Future of the Sex and Relationships Education (SRE) Curriculum in Wales: Recommendations of the Sex and Relationships Education Expert Panel report.⁴ These recommendations were set out by the SRE Expert Panel established to help inform the development of SRE curriculum as part of the Health and Wellbeing Area of Learning Experience (AoLE).

The report highlighted that evidence based SRE programmes play a vital role in working with children and young people, parents, carers and communities to explore the information and values about sexuality and relationships that children are already exposed to and often struggle to negotiate for themselves.

It also highlighted international research that shows that the most effective SRE programmes are those that have a rights and gender-equity based approach. Human rights and equality issues need to be prevalent in the content of, and within, curricular and extra-curricular opportunities to reinforce key messages across a range of subjects, making it accessible to a variety of ages, stages and life experiences.

The curriculum developed should be age appropriate, be delivered by trained teachers and developed and delivered in partnership with specialist violence against women, domestic abuse and sexual violence specialist services.

Welsh Women's Aid has been working with Welsh Government and key stakeholders on the development a suite of Sex and Relationship Education resources for teachers of years 7, 8 and 9 across Wales, so that SRE can be delivered in a consistent, safe and appropriate way.

Welsh Women's Aid has engaged with survivors around their views on curriculum development. Survivors have told us that gender equality should be part of the school structure and that cross curriculum integration of gender equality is needed as well as school structures that promote gender equality and respect and support for children and young people in school that are impacted by VAWDASV.

I want my daughter and her friends to know. I wish I'd had more knowledge, I never saw it coming and I'm not stupid, but we just didn't have any education or awareness. I didn't know there were services to help me. This should be taught in all schools. Anya* (survivor)

Alongside a VAWDASV informed new curriculum is the need to engage with specialist services in the locality to support both teachers and students if they require any pathway of referral. As children and young people's awareness of all forms of violence increases, so can their risk. This is especially significant to a child or young person who is living within an abusive home or experiencing abuse in a relationship. It is vital that the curriculum includes increasing the ability of children and young people to seek help⁵, and that are linked to appropriate services for

⁴ The Future of Sex and Relationships Education Curriculum in Wales, Welsh Government, December 2017: <https://beta.gov.wales/sites/default/files/publications/2018-03/the-future-of-the-sex-and-relationships-education-curriculum-in-wales.pdf>

⁵ Miller, D. & Brown, J. (2014) We have the right to be safe: Protecting disabled children from abuse: Executive summary. NSPCC

those who disclose experiences of abuse in their own or their parents' relationships⁶.

The curriculum needs to be focused on inclusivity and equality in order to help identify and challenge unhealthy relationship cultures or oppressive gender norms that perpetuate abuse in line with the following recommendations:

- The SRE Curriculum should be guided by the following core principles: Rights and Gender Equity; Creative and Curious; Empowering and Transformative; Experience-near and Coproduced; Holistic; Inclusive; Protective and Preventive
- The Health and Wellbeing AoLE should have an equal status to other AoLEs.
- The curriculum needs to be developed with VAWDASV survivor-informed expertise in order to promote awareness, inclusivity and gender equality.
- The curriculum should be developed in partnership with specialist violence against women, domestic abuse and sexual violence specialist services to ensure it is based on their expertise and creates pathways to support.
- The new curriculum content needs to align with the current resources, such as the Relationship and Sex Education curriculum and the Whole Education Approach.
- Children and young people need to be given the opportunity to both inform the new curriculum and provide feedback.

3) Ensuring all children and young people benefit from SRE curriculum

All children and young people must have access to quality and appropriate SRE, including those with special educational needs or in non-formal education for instance Pupil Referral Units, youth offending teams, higher education and further education need to be engaged in the delivery of healthy relationships and gender equality education programmes.

There is research to show that children who have a learning disability are at increased risk of sexual and physical abuse and neglect⁷. Disabled children at greatest risk of abuse are those with behaviour/conduct disorders, other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children⁸. Children with a learning disability and their families, are also more likely to be socially isolated and to suffer material and emotional poverty⁹, suffering from multiple intersecting inequalities. It is therefore critical to empower them with an education that helps them to seek support and have a clear understanding of their rights to healthy and consensual relationships.

4) Providing education and support prior to the new curriculum

⁶ Stanley, J. Ellis, N. Farrelly, S. Hollinghurst, and S. Downec (2015) Preventing domestic abuse for children and young people: A review of school-based interventions. Children & Youth Services Review

⁷ Allington-Smith, P., Ball, R., & Haytor, R. (2002). Management of sexually abused children with learning disabilities. *Advances in Psychiatric Treatment*, vol. 8, pp. 66–72

⁸ Miller, D. & Brown, J. (2014) We have the right to be safe: Protecting disabled children from abuse: Executive summary. NSPCC

⁹ Allington-Smith, P., Ball, R., & Haytor, R. (2002). Management of sexually abused children with learning disabilities. *Advances in Psychiatric Treatment*, vol. 8, pp. 66–72

Currently SRE is part of the basic curriculum, the design and implementation of schools' SRE programmes are determined by the school in line with their SRE policy. This has led to wide variation in the quantity and quality of SRE that children and young people receive. As the statistics above highlight, children and young people cannot wait until 2022 to ensure school responses are right. The children and young people in school today are telling us they are bombarded with confusing and misogynistic messages about sex and relationships. They want to be taught about domestic abuse and the help available, and about how to build safe equal relationships.

The Estyn review mentioned above has found that schools are not allocating enough time or importance to educating and supporting children to develop safe, healthy and respectful relationships from a young age. The report also found that personal and social education is too inconsistent in its content and delivery, and that schools are particularly failing to educate young people about violence against women and girls and to deliver a whole school approach to prevent such abuse.

A few schools are delivering promising practice, which involves working closely with specialist domestic abuse and sexual violence services to plan and co-deliver sessions, in areas where specialist services in the community are also funded to support children who are being abused. This needs to be shared across schools to build on this promising practice. All pioneer schools should be leading the way in utilising these tools and engaging with specialist services however at present there is little evidence that this is consistently happening. Pioneer schools, supported by Welsh Government and specialist organisations should explore how the SRE curriculum can be embedded in a 'whole school approach'

Additionally work has been carried out by the third sector to develop tools to deliver in educational settings where positive attitudes toward gender equality and healthy, respectful relationships can be fostered now and in the future. One such tool Welsh Women's Aid has worked in partnership with Cardiff University and NSPCC Cymru, supported by the Office of the Children's Commissioner for Wales, to develop is the 'AGENDA: A Young People's Guide to Making Positive Relationships Matter'.¹⁰ AGENDA is Wales' first national guidance for young people on how they can safely and creatively make positive relationships matter. Its aim is to help young people exercise their rights, be inspired by the stories of others and support each other in getting started to share and change what matters to them.

Conclusion

All children and young people have a right to a full range of learning opportunities, to be equipped to understand consent, gender stereotypes, what's not acceptable in relationships, and how to get help from specialist services if they're experiencing abuse. Educational settings are an important site where attitudes that condone violence against women, domestic abuse and sexual violence, and gendered stereotypes, can be challenged, and positive attitudes towards gender equality and healthy relationships can be fostered. Effective delivery of SRE curriculum will contribute in the short-term to increased protection of young people, and in the long-term to the reduction of the prevalence of violence against women, domestic abuse and sexual violence.

¹⁰ <http://agenda.wales/>

Summary of Recommendations

- The Welsh Government should ensure effective promotion of the Whole Education Approach Good Practice Guidance to all schools with support to embed it in practice.
 - Teacher training needs to be delivered by external experts to increase awareness and empower staff to identify signs and symptoms so that all children and young people can feel supported.
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- The SRE Curriculum should be guided by the following core principles: Rights and Gender Equity; Creative and Curious; Empowering and Transformative; Experience-near and Coproduced; Holistic; Inclusive; Protective and Preventive
 - The Health and Wellbeing AoLE should have an equal status to other AoLEs.
 - The curriculum needs to be developed with VAWDASV survivor-informed expertise in order to promote awareness, inclusivity and gender equality.
 - The curriculum should be developed in partnership with specialist violence against women, domestic abuse and sexual violence specialist services to ensure it is based on their expertise and creates pathways to support.
 - The new curriculum content needs to align with the current resources, such as the Relationship and Sex Education curriculum and the Whole Education Approach.
 - Children and young people need to be given the opportunity to both inform the new curriculum and provide feedback.
 - Ensure all children and young people benefit from access to quality and appropriate SRE curriculum and whole education approach, including those with special educational needs or in non-formal education.
 - Pioneer schools, supported by Welsh Government and specialist organisations should explore how the SRE curriculum can be embedded in a 'whole school approach'

Anyone affected by domestic abuse or any other form of violence against women can contact the Live Fear Free Helpline - a 24 hour helpline for women, children and men experiencing domestic abuse, sexual violence or other forms of violence against women - on 0808 80 10 800, via its webchat or via email info@livefearfreehelpline.wales.

Welsh Women's Aid will continue to work to improve the safety of children who have experienced domestic abuse by working with survivors and their children to get their voices heard. If you have any comments or questions about this briefing, please don't hesitate to get in touch with:

ⁱ Our membership of third sector violence against women, domestic abuse and sexual violence specialist services in Wales, with whom we have national partnership agreements to ensure our work is coordinated and integrated includes: Aberconwy DAS, Atal y Fro, Bangor and District Women's Aid, Clwyd Alyn Housing Association (CAHA) Women's Aid, Stepping Stones, Safer Merthyr Tydfil, Carmarthen Domestic Abuse Service, Calan DVS, Cardiff Women's Aid, Cyfannol Women's Aid, Domestic Abuse Safety Unit (DASU), Gorwel (Grwp Cynefin), Montgomeryshire Family Crisis Centre, Newport Women's Aid, North Denbighshire Domestic Abuse Service, Port Talbot & Afan Women's Aid, RCT Women's Aid, Safer Wales (including Dyn Project), Swansea Women's Aid, Threshold, West Wales Domestic Abuse Service and Rape and Sexual Abuse Support Centre (RASASC) North Wales.

