

Kirsty Williams AM

Minister for Education

Welsh Government

3 July 2019

Dear Kirsty,

Teaching Welsh history

The Culture, Welsh Language and Communications Committee has been looking at the teaching of Welsh history in schools. We have previously written to you on this topic in March to ask for further information about teacher training, the amount of time spent teaching Welsh history and the availability of teaching materials.

You also wrote to us in May to say that you will explore our suggestion for a thematic review of the teaching of Welsh history with the Chief Inspector at Estyn.

At our meeting on 26 June, the Committee took evidence from stakeholders on the Draft Curriculum for Wales 2022, published on 30 April.

During the meeting we heard from Ioan Rhys Jones from UCAC who raised concerns about the transferability of teaching skills. He said:

Rightly or wrongly, we're stepping into a situation where those who will have been taught to teach in England will not be able to do so in Wales, and there has to be a realisation and an understanding that that is the case. Our curriculum has been quite different to England in many ways for a number of years. These changes now mean that we are going to make the pot smaller, unless there is going to be an investment in training those who come into the country as teachers of the Welsh curriculum... But we are coming to a crunch period in education in Wales, in as much as if you want to teach in Wales, you will have to be trained in Wales, and perhaps

the partnership that goes across the border as far as teacher training is concerned is going to come unstuck in that respect as well.

Please can you outline any impact assessments you have carried out, in advance of introducing the Draft Curriculum for Wales 2022, on the recruitment and retention of teaching professionals?

Please can you outline the evidence you have received on the effect of diverging curricula on teachers from England accessing teaching posts in Wales and vice versa?

I would be grateful if you could reply by 31 July.

Yours sincerely,



Bethan Sayed

Chair of the Committee



Ein cyf/Our ref - MA-P/KW/2713/19

Bethan Sayed
Chair Culture, Welsh Language and Communications Committee
National Assembly for Wales

24 July 2019

Dear Bethan,

Thank you for your letter of 3 July on behalf of the Culture, Welsh Language and Communications Committee following on from the Committee's meeting on 26 June.

You outlined that at this meeting you took evidence from stakeholders on the Draft Curriculum for Wales 2022 and heard from Ioan Rhys Jones from UCAC who raised concerns about the transferability of teaching skills.

In regard to the issues highlighted by Mr Jones I would like to reassure the committee regarding the diverging curriculum in Wales and England and teachers from both sides of the border accessing teaching posts in each jurisdiction.

Under the 2012 Qualified Teacher Status regulations teachers from across the UK can teach in Wales, including those from England, and we remain legally committed to recognising other jurisdictions teaching qualifications across the UK and presently the EEA (until EU-Exit). Regarding intra-UK movement of teachers, there are no plans for this to change in the foreseeable future.

We are also committed to recognising other jurisdictions teaching qualifications under the Mutual Recognition of Professional Qualifications MRPQ (across the EEA). In the event of EU exit will continue to have mechanisms to recognise relevant comparable qualifications within the EU and other jurisdictions.

As such, a suitably qualified English applicant would only fail to get a post in a Welsh setting if there was a better suited applicant.

While I understand the worry in regard to potential applicants being deterred from applying for jobs in Wales (due to the divergence of the Welsh system from that in England), I personally do not subscribe to the concern.

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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.

With the wide ranging reform agenda within Wales and our distinct approach to education I maintain that teaching within Wales is being made more attractive and is likely to draw confident, capable and ambitious individuals to apply to teach in Wales.

Following on from this your letter asks that I:

- Outline any impact assessments carried out, in advance of introducing the Draft Curriculum for Wales 2022, on the recruitment and retention of teaching professionals?
- Outline the evidence received on the effect of diverging curricula on teachers from England accessing teaching posts in Wales and vice versa?

In regard to the specifics of impact assessments, an integrated impact assessment of the new curriculum has been undertaken and published alongside the white paper. Our draft Impact Assessments and RIA for the Bill are available on the Welsh Government website.

In regard to the important issue of recruitment and retention of teaching professionals we have undertaken a wide range of research and evaluation into this topic.

For example in order to better understand recruitment and retention of teachers in Wales, a key piece of research was commissioned from Beaufort Research and NFER Cymru to consider “Teacher Retention and Attractiveness in Wales” for both ITE and existing teachers. This research examined and sought to understand the issues around teacher recruitment and retention in a number of contexts including geographic and diversity. The final report was published March 2019. <https://gov.wales/research-study-attractiveness-teaching-and-retention-teachers>

OB3 were also commissioned to undertake an evaluation of Welsh-medium provision in ITE. This involved in depth interviews with stakeholders and students along with analysis of existing evidence both nationally and internationally. The evaluation explores aspects of the Welsh Medium Incentive Scheme in the wider context of Welsh-medium provision to identify the strengths and weaknesses of existing provision and requirements for future ITE provision in the context of the new accreditation criteria. OB3 reported their findings September 2018. <https://gov.wales/evaluation-welsh-medium-provision-initial-teacher-education-0>

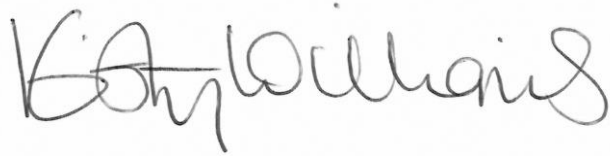
Research on the equivalency tests used by ITE Providers for entry into the profession was also published January 2019. <https://gov.wales/study-national-equivalency-entry-test-initial-teacher-education-candidates-0>

Further evidence and research has been commissioned by Welsh Government from the EWC to specifically research “Incentivisation into ITE in Wales”, which has produced three reports: “A comparison of teacher training incentives in Wales and England”, “Teacher Training Incentives in Wales: International Policy Context” and “Graduate Recruitment: Teaching and other professions”. These will inform our further developments in regard to recruitment and incentives for teacher training.

I have also put in place the Teacher Recruitment and Retention Advisory Board to inform key areas of workforce planning policy development. The board also provides

expert advice on the continued progress of Initial Teacher Education reform and issues relating to supporting the existing teaching workforce. The Board is chaired by Professor John Gardner and has representatives from middle tier organisations as well as Head teachers from across Wales.

Yours sincerely

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

Kirsty Williams AC/AM

Y Gweinidog Addysg
Minister for Education