

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: Wednesday, 1 February
2017

Meeting time: 09.30

For further information contact:

Marc Wyn Jones

Committee Clerk

0300 200 6565

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09.15 – 09.30 – Informal meeting

1 Introductions, apologies, substitutions and declarations of interest

(09.30)

2 Inquiry into Teachers' Professional Learning and Education – Evidence session 1

(09.30 – 10.50)

(Pages 1 – 45)

Neil Foden, NUT Cymru's Executive Member
Ruth Curley, ATL Acting Director
Undeb Cenedlaethol Athrawon Cymru (UCAC)
Rex Phillips, National Official Wales, NASUWT

Attached Documents:

Research Paper

CYPE(5)-04-17 NUT Cymru – Papur | Paper 1

CYPE(5)-04-17 ATL Cymru – Papur | Paper 2

CYPE(5)-04-17 UCAC – Papur | Paper 3 – available in Welsh only

CYPE(5)-04-17 UCAC – Papur | Paper 3

CYPE(5)-04-17 NASUWT – Papur | Paper 4



Cynulliad
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Wales

Break – 10.50 – 11.00

3 Consideration of the Report by the Royal College of Paediatrics and Child Health (RCPCH) – State of Child Health

(11.00 – 12.00)

(Pages 46 – 63)

Dr Mair Parry, Officer for Wales - RCPCH

Attached Documents:

Research Paper

CYPE(5)-04-17 – Papur | Paper 5

4 Paper(s) to note

Inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children – Additional information from Estyn

(Pages 64 – 67)

Attached Documents:

CYPE(5)-04-17 – Papur | Paper 6 – i'w nodi | to note

Letter from the Chair of the Constitutional and Legislative Affairs Committee

(Pages 68 – 74)

Attached Documents:

CYPE(5)-04-17 – Papur | Paper 7 – i'w nodi | to note

Letter from the Presiding Officer – Senedd@Newport

(Pages 75 – 76)

Attached Documents:

CYPE(5)-04-17 – Papur | Paper 8 – i'w nodi | to note

- 5 Motion under Standing Order 17.42 (ix) to resolve to exclude the public from the meeting for the remainder of the meeting.**

(12.00)

- 6 Inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children – consideration of key issues**

(12.00 – 12.30)

(Pages 77 – 110)

Attached Documents:

CYPE(5)-04-17 – Papur | Paper 9 – preifat | private

- 7 Supplementary Legislative Consent Memorandum: Higher Education and Research Bill**

(12.30 – 12.45)

(Pages 111 – 121)

Attached Documents:

CYPE(5)-04-17 – Papur | Paper 10 – preifat | private

Document is Restricted

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and
Education Committee
CYPE(5)-04-17 – Papur | Paper 1

Ymateb gan : Undeb Cenedlaethol yr Athrawon, Cymru
Response from : National Union of Teachers (NUT Cymru)

NUT Cymru represents primary and secondary school teachers and school leaders and is the largest teaching union in Wales. We welcome the opportunity to contribute evidence to the Children and Young People's Committee Inquiry into Teachers' Professional Learning and Education.

Arrangements for continuing professional development for the current workforce

It has been widely recognised that the access and quality of continued professional development (CPD) for the teaching workforce is an area that has been neglected for too long by the Welsh Government. In his first keynote speech as Education Minister, Huw Lewis, stated:

"if we want to instil more respect in the profession, then we must take the issue of teacher training – and continual professional development – more seriously than we have to date."

This was an open recognition that CPD had been the forgotten component of education reform in Wales.

It is important at the outset to be clear about the difference between training and professional development. Training implies being instructed how to comply or deliver a specific initiative or skill, whereas professional development is much broader than this and implies an active role for the teacher. It is developmental and allows the individual to have ownership of their development, whereas training often tends to be perceived as being done to an individual, and is based on a deficit model very often.

The term 'professional development' refers to a full range of learning activities aimed at personal development and career advancement. It usually includes a mix of training and development and a blend of formal and informal learning activities.

Both have their place, but the model we seek is one in which an individual's desire for development is encouraged and supported as a shared responsibility and entitlement for the benefit of themselves and the schools

in which they teach. It is in this model of professional learning that true motivation to develop lies.

The appetite for professional development is very evident. Training put on by the NUT as part of its Welsh Union learning Fund (WULF) project has seen over 300 individuals undertake professional development in subjects such as digital competency, mindfulness and behaviour management and Welsh speaking courses. These statistics only cover the period since April of last year with more courses scheduled for the forthcoming months, many of which already have waiting lists. This is the second round of WULF funding as the union supported hundreds of teachers through past CPD events.

At present we have a number of pressures at school level resulting from insufficient funding for CPD, an over-focus on a deficit model to drive through National Training programmes (Literacy /Numeracy /Digital comp Frameworks) rather than investment in broader CPD entitlement/offer. During a period of significant reform in an era of financial austerity, this has perhaps been understandable. However, the method of delivery for CPD has also been changed and a huge amount of responsibility for this has been invested in the Regional Consortia with a stated intention of moving to a school to school development model. We need to be reassured that this is an effective and appropriate model that is equitable for all. Opportunities for professional development and learning must be available regardless of where in Wales a teacher practises, and must be of a guaranteed minimum standard of quality.

It is also worth noting that schools are having additional expectations placed upon them to share good practice and develop other schools. the hub school model is a new development that whilst being positive in terms of recognising the expertise within the profession for developing others, the expectation to work beyond a single school does place new pressures and vulnerabilities on the schools themselves in terms of maintaining and enhancing their own standards whilst key staff members are out of their own classrooms working to develop their colleagues in other settings.

Teachers are desperate for ongoing professional development but for a variety of reasons they have not been able to undertake it with any regularity or with confidence in the quality of training they would receive. In some instances it is a case that there are not enough high quality providers servicing specific areas in Wales, or at least in the topics that individual teachers and/or schools believe they need training in. In some rural areas there is no provision for supply at all which restricts head teachers and clusters from working together and stops them discussing coordinated training approaches.

It is also a case that the fact school funding is being stretched to breaking point has restricted access to CPD. Schools are either unable to afford to

buy in training packages, do not believe that they offer value for money or cannot afford to spare the finance required to hire a supply teacher in order to release existing staff for training purposes. This issue was exacerbated when the previous Education Minister, Leighton Andrews, reduced the number of in-service training days available to schools that otherwise would have allowed them to plan training events without requiring supply cover.

Another concern is the restrictions placed on schools by the Welsh Government and regional consortia in relation to the focus of the training. At one point a Welsh Government directive announced that all training should be focused on literacy and numeracy. While undoubtedly those areas are important and schools would welcome training on them, it did mean that there was no room for training on other crucial subject areas or on areas of classroom management and pupil support that would have been extremely beneficial. This was a greater concern for schools that had good literacy and numeracy provisions and therefore were unable to add to existing skill sets.

What has also been evident over the past few years is that the reform agenda has introduced numerous new policies, projects and initiatives into the classroom. There simply has not been the quality or consistency of training to match this and so teachers have not been afforded the ongoing professional development required to ensure that, what have often been well meaning and aspirational policies, are implemented properly. The literacy and numeracy framework was a notable example of this failure, and the Welsh Government needs to be very mindful that those mistakes are not repeated with both the newly introduced Digital Competency Framework and the forthcoming changes to the national curriculum.

It is important to also recognise the specific issues with professional development for those working through the supply sector. Those individuals receive no paid professional development and often cannot even take up voluntary offers of training due to the fact they are essentially on zero hour contracts waiting for notice of employment through a supply agency. This is an issue the CYPC have previously acknowledged and hopefully will find some resolution through the recommendations of the supply taskforce which was established as a result of the CYPC supply inquiry at the end of the last Assembly term.

The noted acknowledgment from Huw Lewis that CPD had not been sufficiently supported was welcomed, as was the commitment to a New Deal for teachers.

We are led to believe the New Deal is no longer in effect having been replaced with the 'Professional Learning Offer.' It appears the only tangible outcome of the New Deal was the PLP which highlights the disappointing lack of impact of this initiative.

There have been some positive changes, such as the introduction of the learning passport through the EWC which has thus far been well promoted and appears to present an opportunity for reflective practice for teachers based on improving capacity within the system rather than simply used as an assessment or performance management tool. However, we do remain in a position whereby the warm words around CPD are not being met with concrete action, and certainly remain detached from any additional funding.

Finally it is worth reflecting on the potential pressures caused by the ambitious requirements of the new ALN Bill as outlined in the current consultation, as well as the ambition for Wales to have a million Welsh speakers by 2050. Both will need significant and ongoing investment in CPD programmes in order to realise these ambitions

The role of initial teacher education

Quite clearly, as outlined in the Furlong Report, initial teacher training needs to develop a new style of teacher to adapt to the challenges that will be presented by establishing a new, innovative and less prescriptive curriculum. The Donaldson Review into the curriculum will radically change what, why and how we teach Welsh students, and with that comes the responsibility to ensure we have a workforce able to design and plan a curriculum rather than simply deliver or implement it

We need a workforce that is inquisitive about why they are teaching something rather than simply doing so because it is a requirement of a prescribed curriculum designed elsewhere. This is the key issue for the NUT in ensuring the successful implementation of a new curriculum, and we believe that skilling the profession in curriculum design has been a glaring omission in terms of a national training opportunity to prepare current members of the profession for the demands of the Curriculum for Life.

ITET should be the first step along a continuum of career-long professional learning that should provide the skills to undertake their teaching roles effectively and enthusiastically whilst motivating teachers to engage in meaningful professional learning throughout their careers. The NUT was very supportive of the Welsh Government's plans to make teaching a Masters level profession.

Unfortunately the planning and delivery of that policy has relegated the ambition to a token aspiration. Worse than this, it seems that the cohorts of new teachers that undertook the MEP have had their aspirations raised without any consideration of what opportunities should follow to build on the research expertise and critical thinking levels they have attained. This is a missed opportunity for system improvement in Wales. OECD refers to research engaged reflective practitioners being key to successful education reform, so this group of early careers teachers should not be forgotten. We

believe it will be worth the Welsh Government revisiting the thinking around this, reconfiguring ITET so that it is possible to attain the Masters qualification during an extended period of initial period of teacher training.

We need initial teacher training to have an increased emphasis on the pedagogy of social and emotional development and well-being of children and education research as a way of curriculum building if both Furlong and Donaldson's recommendations are to be acted upon. If we are to build a profession of research engaged teachers who can design action research and interrogate new initiatives for their effectiveness before employing them without consideration, it will be necessary to enhance the links between Higher Education Institutions and schools, and to ensure teachers have access to the best of education research and to networks of peer assessors to enable them to be research active. We would need to ensure that any opportunities for collaboration are of high quality, and we remain hopeful that with the reform of programs for ITET that require HEIs to form strong relationships with effective schools, that both schools and the institutions will develop their understanding of effective learning and development. Current opportunities are limited as the view is that HEI provision is inconsistent in terms of quality and willingness to engage with the schools sector.

A further concern is the amount of work that a one year course is expecting student teachers to overcome.

The sufficiency of the future workforce

Recent figures show that the number of individuals entering the profession in Wales is in decline. EWC figures last year showed there were 35,516 registered teachers in Wales. This figure was as high as 38,500 just a few years back. Evidence shows that the targets for attracting students to undertake initial teacher training in the secondary sector have not been met in any of the past 5 years, with a third of places not being filled for the last academic year.

These figures suggest there has been a bottoming out of recruitment into the profession, and that we need to ensure teaching is seen as a supported and attractive career for graduates.

Clear professional development pathways are key to this, and access to relevant CPD at key stages in a teacher's career would also ensure that retention rates stay high and that teachers are keen to progress through to positions of senior management, headship, system leadership and beyond. This would guarantee sufficiency at all levels.

We would also highlight the dangers of not investing sufficiently in appropriate and effective CPD and of an unsupported profession being

charged with significant reform – high attrition rates and damage to the status of the profession are guaranteed in this instance. The challenges presented by embedding a new curriculum, the digital framework, reaching the targets of Welsh speakers and the ambitions of the ALN Bill are just a few of the numerous areas that teachers will need support through professional development in coming years.

Ymateb gan : Cymdeithas Athrawon a Darlithwyr (ATL Cymru)

Response from : Association of Teachers and Lecturers (ATL Cymru)

1. About ATL Cymru

1.1 ATL Cymru, the education union, is an independent, registered trade union and professional association, representing teachers, head teachers, lecturers and support staff in maintained and independent nurseries, schools, sixth form, tertiary and further education colleges in Wales. AMiE is the trade union and professional association for leaders and managers in colleges and schools, and is a distinct section of ATL. We recognise the link between education policy and members' conditions of service.

2. Our response

2.1 ATL Cymru welcomes the opportunity to respond to this inquiry. Arrangements for continuing professional development (CPD); initial teacher education (ITE) and the future workforce are all important topics which our members feel very strongly about.

2.2 We would note that this inquiry overlaps with some work we have undertaken in response to the Welsh Government consultation on ITE. We have therefore drawn on that work below.

2.3 We would also note that 'Developing an excellently skilled workforce'¹ was one of our Put Education First asks ahead of the elections last May. Therefore we are particularly pleased that this topic is on the agenda for the CYPE Committee.

2.4 We would notes that the ALNET Bill will have far reaching implications for the workforce. Whilst we note that is part of a transformation programme there will be specific skills needed by everyone in the education workforce to support children and young people with ALN.

2.5 We believe there needs to be clear parity of CPD opportunities for supply teachers, support staff and those in the FE sector – as well as full training and CPD opportunities for teachers.

3. Arrangements for continuing professional development for the current workforce;

3.1 Last May we asked for:

¹ <https://www.atl.org.uk/policy-and-campaigns/policy-posts/put-education-first>

- Continued Professional Development (CPD) for the whole education workforce
- Welsh Government funding for CPD

3.2 As part of our Put Education First Campaign, we surveyed members online².

3.3 Nearly three quarters (70%) of respondents do not think their CPD opportunities are good enough. One in five (22%) said that their school or college did not offer them opportunities to undertake CPD.

3.4 Welsh Government's professional learning opportunities (formally the New Deal³) for the education workforce goes hand-in-hand with an increasing expectation on members of the education workforce to have higher levels of qualifications and training.⁴ ATL Cymru is clear that the whole education workforce must be included in CPD plans and funding – not just school based teaching staff. Support staff and supply teachers were very unhappy about the lack of CPD opportunities.

3.5 Support staff

3.6 More than eight out of ten (83%) of support staff said they do not get enough opportunities for training and development, including CPD.

3.7 As of April 2016 support staff in schools and FE colleges have to register with the Education Workforce Council. Increased professionalisation should come with recognition of their role and parity in their terms and conditions.

3.8 With a study finding that 65% of all primary Pupil Deprivation Grant-funded interventions were delivered by teaching assistants⁵, these key members of staff should be properly rewarded for their contribution as key members of the education workforce.

3.9 More than nine out of ten (93%) of respondents said that support staff do not get enough recognition from Welsh Government for the work they do.

3.10 It is important that children and young people in Wales are supported by the best people – trained and supported to help them with their learning.

3.11 The FE sector

3.12 There are some specific issues facing the FE workforce. A huge amount of experienced staff have taken voluntary redundancy, with 865 full time equivalent jobs gone in the FE sector between 2012/13 and 2014/15⁶.

² Survey ran online from 19th Jan 2016 to 4th April 2016

³ <http://gov.wales/newsroom/educationandskills/2015/150316newdeal/?lang=en>

⁴ <http://wales.gov.uk/consultations/education/10-year-plan-for-the-early-years-childcare-and-play-workforce/?lang=en>, <http://learning.gov.wales/news/sitenews/new-deal/?lang=en>

⁵ <http://dera.ioe.ac.uk/21168/1/141022-evaluation-pupil-deprivation-grant-year-1-en.pdf>

⁶ <https://stats.wales.gov.uk/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Further-Education-and-Work-Based-Learning/Staff-at-Further-Education-Institutions/fulltimeequivalentstaffnumbersatfurthereducationinstitutions-by-institution>

3.13 More than four fifths of respondents from FEIs have seen changes for staff and students in recent years.

3.14 More than half (52%) have seen an increased workload for staff, whilst 10% have seen larger class sizes. More than 1 in 5 (23%) identified all of the following:

- Fewer opportunities for careers guidance
- Fewer resources for young people
- Larger class sizes
- Less pastoral care support
- Fewer support staff
- Increased workload for staff

3.15 Clearly FE staff need equal opportunities to training and support. Whilst we recognise that some FEIs offer a range of training and development opportunities, this is not consistently tailored to suit individual staff needs.

3.16 Supply staff

3.17 Whilst we recognise that Welsh Government is due to report soon on the Supply Task Group – set up to look at supply teaching in Wales, we feel it is important to look at CPD for the whole workforce.

3.18 In our Put Education First campaign, we found nearly half (46%) of supply teachers who responded had had no CPD opportunities.

3.19 About a third (36%) had accessed opportunities through schools and colleges, whilst only one in five (18%) had had CPD opportunities through their supply agency.

3.20 One commented: “I have CPD opportunities through very few supply agencies and the times these are held are not always at the best times or are over-subscribed and you do not know when the next session will occur. As a supply teacher I would like far more CPD from a central place, as it is rather hit and miss as to whether I receive effective CPD, especially as the nature of the job means it is peripatetic. Consequently, CPD opportunities, if they exist, are only available if I am on long-term supply.”

3.21 We believe there is a clear need for parity of esteem for support, supply and FE staff and that WG needs to lead from the front in terms of recognising and supporting their different roles.

4. The role of initial teacher education;

4.1 Initial teacher education is a key part of the education system. ATL Cymru largely welcome the proposed changes to ITE. We do however still have some reservations about planned changes and set these out in our response to Welsh Government’s recent consultation on ITE⁷.

⁷ <https://consultations.gov.wales/consultations/initial-teacher-education-accreditation>

4.2 Our response Welsh Government on ITE⁸:

4.3 “ATL Cymru welcomes the opportunity to respond to this consultation into ITE. Given the multiple changes, or reforms, to the education sector in Wales, we need a robust system in place to ensure that teacher training is able to help meet the needs of teachers in the future.

4.4 We therefore welcome much of the emphasis placed on improving the current models of teacher training, and broadly welcomed the Furlong findings.

4.5 We do however have a series of concerns about the proposals which are set out below:

4.6 Configuration and remit of EWC

4.7 ATL Cymru is very concerned about the configuration and remit of the EWC. Currently the Council is made up of people appointed by Ministers. We strongly believe there should be no more ‘mission creep’ or an extension of the remit of the EWC until it includes members elected from all the education unions.

4.8 We note that the Scottish GTC is held up as a good practice example in this consultation. We would note that 19 members of their board are currently elected⁹. This is an opportunity to reconfigure the EWC in line with the Scottish model in order to ensure better buy-in from those across the education profession.

4.9 Fees

4.10 The only way that this model will work is if the EWC is able to charge fees for accreditation. If they cannot charge fees, the costs of administration will be met by their registrants. This is not acceptable.

4.11 The funding for the fee must be met by WG or HEIs, no extra funding should come from already stretched partner schools.

4.12 Funding and resources

4.13 The education profession requires sufficient funding and resources to deliver an education which will meet the needs of a future generation for Wales. Schools and Colleges need funding to ensure that all current staff have sufficient CPD opportunities.

4.14 Expectations on schools

4.15 Whilst we welcome the emphasis placed upon the importance of school based experience for those people undertaking ITE, we would be concerned if schools have an equal accountability for the training of teachers as HEIs. The responsibility should ultimately lie with HEIs, as otherwise this will lead to an unnecessary increase

⁸

https://www.atl.org.uk/sites/www.atl.org.uk/files/files/ATL%20Cymru%20response%20to%20ITE%20Draft%20criteria_0.pdf

⁹ <http://www.gtcs.org.uk/about-gtcs/about-us.aspx>

in workload for school based staff. Workload is already a huge issue for education staff in Wales.

4.16 It would be inappropriate for schools to have to allocate extra time or resources without funding and resources from WG or HEI partners to become ITE schools.

4.17 Reform agenda

4.18 We remain concerned about the level and pace of change expected of the education workforce by the Welsh Government. It seems a bit of a cyclical situation that, in order to improve the quality of education for future generations and the future education workforce, the current education workforce will have more to do in terms of workload.

4.19 Whilst we accept, and welcome, a more rigorous approach to ITE we want to ensure that the current education workforce has suitable and well-resourced CPD opportunities. CPD opportunities will need to be expanded to ensure the different ethos required in Donaldson's "Curriculum for Wales". Wales cannot simply depend on the future education workforce and not support the current one.

4.20 ALN

4.21 It is difficult to understand the precise implications for the changes on additional learning needs (ALN) and ALP. Children with ALN will undoubtedly see changes to the provision of ALN under the forthcoming legislation. However, the level of ALN learning for students, and expectations on them, is not made clear within this document.

4.22 FE

2.23 ATL Cymru are very disappointed that the proposals do not include any mention of FE teaching and provision. The reconfiguration of the ITE is the opportunity to ensure that children and young people receive lecturing from those people who have had the same opportunities for training and development as those school based practitioners."

4.23 Over-all we would highlight that although many changes planned to ITE are welcomed, we need to ensure that teachers and other education professionals are supported the whole way through their careers.

5. The sufficiency of the future workforce.

5.1 We believe it is difficult to examine the sufficiency of the future workforce without looking at the education reform agenda as set out by the Welsh Government.

5.2 Education reform agenda

5.3 Education professionals in Wales face many reforms in the coming years. These include (but are not limited to):

- the new Curriculum for Wales;
- changes to professional standards;
- changes to the qualifications system;
- changes to additional learning needs (ALN) provision;

- the New Deal, or professional learning offer;
- digital competency framework;
- literacy and numeracy framework;
- changes to categorisation

5.4 Whilst we would agree that changes to the education system do need to happen, we believe that the workload for education professionals must be closely monitored to ensure that the reforms do not have a detrimental impact on staff.

5.5 We would note from our survey that more than half (52%) of those in FEIs have seen an increased workload for staff, whilst 10% have seen larger class sizes

5.6 It is within the context of the above reforms that we would highlight the need for the education sector to have the opportunities to develop their use of the Welsh language in schools and colleges, and enable future generations of children and young people the opportunities to use and develop their Welsh.

5.7 We would highlight that the sufficiency of the future workforce in the broadest sense relies on the current education system being fully supported in order that children and young people of today can not only become teachers of the future, but are skilled and capable citizens of tomorrow.

5.8 We therefore believe without development opportunities for the current workforce, the future workforce will be impacted upon.

Mary van den Heuvel
Policy Advisor



Addysgu a Dysgu Proffesiynol Athrawon

Ionawr 2017

UCAC | yr undeb sy'n diogelu athrawon a darlithwyr Cymru

Addysg a Dysgu Proffesiynol Athrawon

Y trefniadau o ran datblygiad proffesiynol parhaus ar gyfer y gweithlu presennol

Mae Pwyllgor Plant, Pobl Ifanc ac Addysg Cynulliad Cenedlaethol Cymru yn cynnal ymchwiliad i addysg a dysgu proffesiynol athrawon, yn arbennig, parodrwydd y gweithlu i weithredu'r cwricwlwm newydd. Mae'n ceisio tystiolaeth yn benodol ar y canlynol:

- Y trefniadau o ran datblygiad proffesiynol parhaus ar gyfer y gweithlu presennol;
- Rôl addysg gychwynnol athrawon;
- Digonolrwydd y gweithlu yn y dyfodol.

Rhagarweiniad

Mae UCAC yn croesawu'r cyfle i gyfrannu at yr ymgynghoriad hwn. Mae UCAC yn croesawu gweledigaeth Llywodraeth Cymru wrth gyflwyno cwricwlwm newydd i Gymru ond rhaid i'r Llywodraeth sylweddoli mai dim ar chwarae bach bydd y cwricwlwm newydd yn llwyddiant ac yn arwain at godi safonau. Rhaid wrth fuddsoddiad sylweddol i baratoi'r gweithlu.

Wrth groesawu Cwricwlwm i Gymru yn dilyn adroddiad Dyfodol Llwyddiannus gan yr Athro Graham Donaldson, rhaid cydnabod bydd paratoi a gweithredu'r cwricwlwm newydd yn creu heriau a bod rhaid gosod pwyslais mawr a'r hyfforddi'r gweithlu. Mae'r egwyddorion ar gyfer y cwricwlwm yn newydd yn eu hanfod ac os yw'r egwyddorion hyn am gael eu gweithredu'n effeithiol mae gofyn hyfforddiant trylwyr i'r gweithlu.

Credwn, hefyd, y gellid bod tipyn o waith yn 'gwerthu'r' egwyddorion hyn i rhannau o'r gweithlu, yn ogystal. Mae angen cofio bod angen hyfforddiant perthnasol o safon uchel ar athrawon, athrawon addysg bellach, cynorthwyr ac arweinwyr a bydd yr hyfforddiant yn wahanol yn dibynnu ar rôl a chyfrifoldebau'r unigolion. Mae gweithlu ein hysgolion yn gwegian dan lwyth gwaith ers blynnyddoedd. Bu pwysau mawr ar bob rhan o'r gweithlu addysg i weithredu newidiadau mawr dros ddegawdau (athrawon, cymhorthyddion, arweinwyr). Wrth groesawu dyfodiad Cwricwlwm i Gymru credwn fod yn rhaid cyflwyno'r newidiadau a'r hyfforddiant yn effeithiol fel na fydd angen ail ymweld â rhannau, gan orfodi newidiadau pellach a fydd yn ychwanegu at lwyth gwaith ein hysgolion.

Pan gyflwynwyd y Cyfnod Sylfaen yng Nghymru sawl blwyddyn yn ôl bellach, roedd y syniadaeth yr un mor chwyldroadol ar y pryd. Ni fuddsoddwyd yn ddigonol ar hyfforddiant sydd wedi golygu nad yw cyflwyniad y Cyfnod Sylfaen wedi bod yr un mor llwyddiannus ym mhob ysgol. Yn wir, mae dal angen gwella'r arfer yn y Cyfnod Sylfaen mewn rhai ysgolion ac mae hyn yn deillio o'r diffyg buddsoddiad cynnar hwn. Ni allwn fforddio i gyflwyniad y cwricwlwm newydd ddioddef o'r fath diffyg buddsoddiad yn y gweithlu.

Rhaid sicrhau fod y gweithlu yn barod, yn deall ac yn awyddus i'w gyflwyno a dim ond trwy gyfathrebu effeithiol, lleihau llwyth gwaith a hyfforddiant addas, digonol, y sicrheir hyn. Byddai methiant yn adlewyrchu'n ddifrifol ar addysg yng Nghymru.

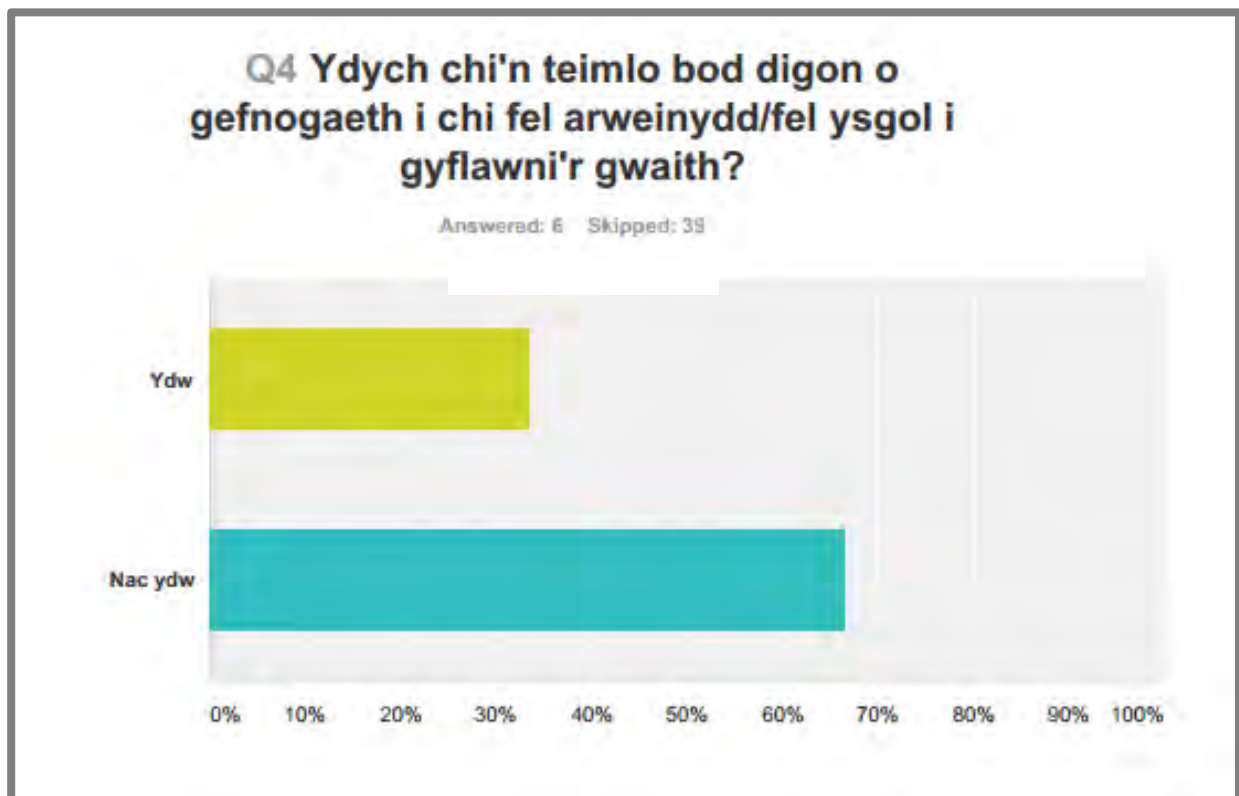
Mae'n wir ofid gennym na fydd cyflwyno'r cwricwlwm newydd yn llwyddiannus oni bai y gwelir hyfforddiant trylwyr fel bo'r cwricwlwm yn wir barod i'w weithredu a bod y gweithlu yn hyderus ac yn deall yr anghenion.

1. Y trefniadau o ran datblygiad proffesiynol parhaus ar gyfer y gweithlu

- 1.1. Mae'n bryder gan UCAC fod y trefniadau ar gyfer datblygiad parhaus y gweithlu yn annigonol, a hynny ers nifer o flynyddoedd, ac nid yw'r Fargen Newydd (New Deal) wedi llwyddo i newid hyn, hyd y gwelwn ni. Credwn mai hyfforddiant yw'r agwedd bwysicaf o safbwynt paratoi'r gweithlu i gyflwyno'r cwricwlwm newydd i Gymru.
- 1.2. Mae sawl Adroddiad Blynnyddol Estyn wedi nodi bod angen gwella ar y dysgu a'r addysgu yng Nghymru. Cydnabyddir mai trwy hyfforddiant (a lleihad mewn llwyth gwaith) y gellir codi safonau'r

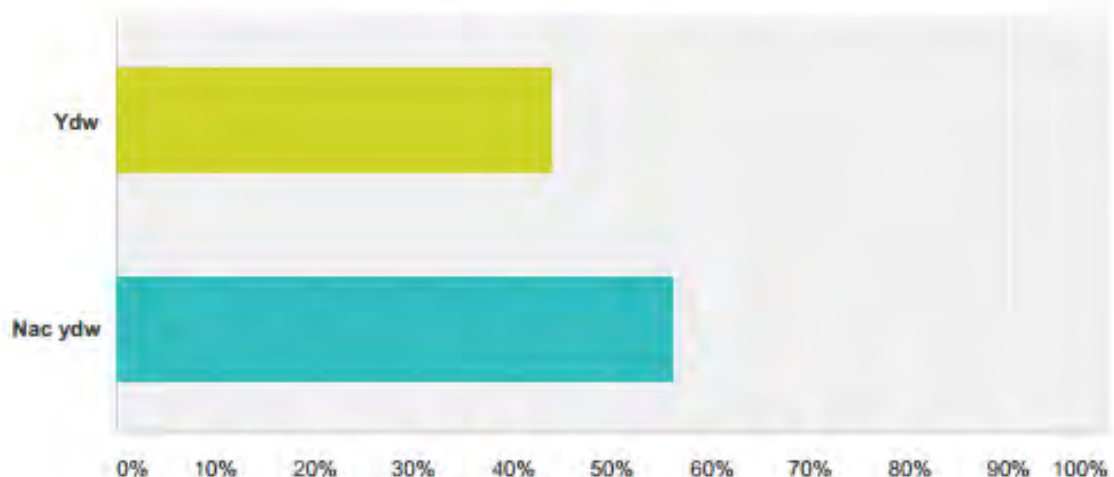
addysgu. Credwn ei bod yn hollol angenrheidiol sicrhau bod arian digonol ar gyfer hyfforddiant trylwyr o'r gweithlu ar gyfer cyflwyno'r cwricwlwm newydd a agweddau eraill ar waith athrawon (e.e. bydd anghenion hyfforddiant penodol yn codi o'r Bil Anghenion Dysgu Ychwanegol).

- 1.3. Cydnabyddir gan grwpiau rhan ddeiliaid bod rhannu arfer dda yn ffordd effeithiol o hyfforddi'r gweithlu. Cred UCAC ni ellir gwneud hyn yn llwyddiannus oni bai bod buddsoddiad sylweddol. Prun a'i rhwng ysgol ag ysgol, adran ag adran neu ddosbarth a dosbarth y rhennir arferion bydd angen arian i ryddhau athrawon os am ganiatáu cyfleoedd gwerthfawr ar gyfer datblygiad proffesiynol a chyfleodd i addysgwyr fyfyrwyr ar eu hymarfer a'u sgiliau.
- 1.4. Mae UCAC o'r farn bod angen sicrhau hyfforddiant digonol ar gyfer arweinwyr ysgol, hefyd. Credwn fod hyn yn hollol sylfaenol yn y broses o gyflwyno'r newidiadau. Mae'n bosib y bydd rhaid i elfen o'r hyfforddiant olygu 'gwerthu'r' egwyddorion newydd i'n harweinwyr a hyfforddi ar sut i gyflwyno a rheoli'r fath newid anferth i'r cwricwlwm.
- 1.5. Cynhaliodd UCAC ymchwil (trwy holiadur i aelodau) am eu gwybodaeth am ddatblygiadau'n ymwneud a'r cwricwlwm newydd a derbyn cefnogaeth wrth baratoi amdano.
 - Isod gwelir ymateb i gwestiwn a ofynnwyd yn benodol i arweinwyr ysgol ynglŷn â'r lefel o gefnogaeth er mwyn cyflawni'r gwaith i gyflwyno'r Cwricwlwm i Gymru. Gwelwn fod 66.67% o'r 45 o arweinwyr ymatebodd yn teimlo na chafwyd digon o gefnogaeth i gyflawni'r gwaith hyd yma.



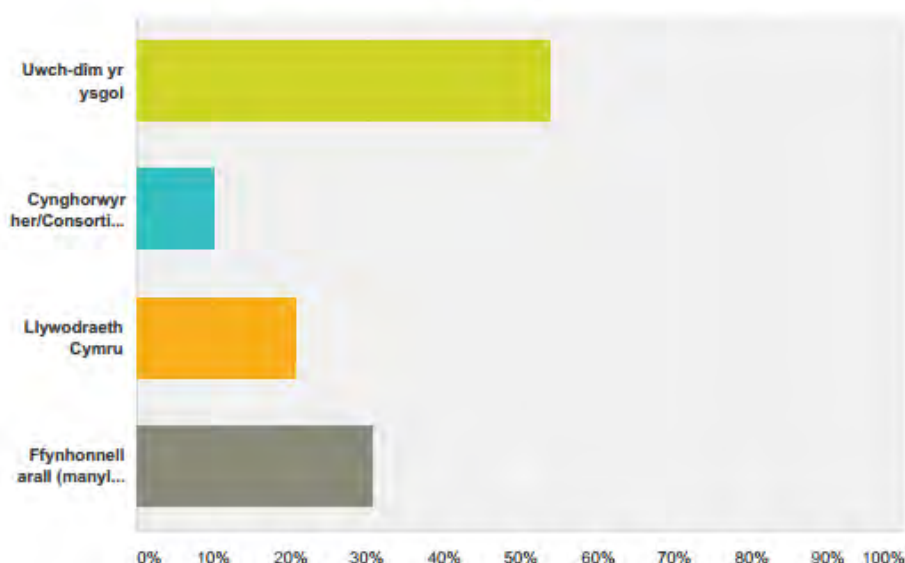
- Pan ofynnwyd yr un cwestiwn i athrawon ysgol gwelwn fod 56.25% o'r 255 wnaeth ymateb yn nodi nad oedd digon o wybodaeth ganddynt i gyflawni'r gwaith.

Q6 Ydych chi'n teimlo bod digon o gefnogaeth i chi fel unigolyn, ac i chi fel tîm/ysgol i gyflawni'r gwaith?



- Teimla ein haelodau y bydd angen hyfforddiant sylweddol i'r gweithlu cyfan os yw'r cwricwlwm newydd am fod yn llwyddiannus. Mae hon yn dasg enfawr a bydd angen adnoddau sylweddol. Cred UCAC fod hyn yn cyfiawnhau diwrnodau Hyfforddiant Mewn Swydd ychwanegol.
- Mae UCAC yn cydnabod yr anghyfleustra i rieni ond mae'r angen am hyfforddiant yn bwysig dros ben. Ar adeg pan mae arian yn brin, mae defnydd da o ddiwrnod HMS yw ffordd cost effeithiol i ysgol sicrhau bod pob aelod o staff yn derbyn hyfforddiant safonol, perthnasol. Cred UCAC, felly, dylai Ysgrifennydd y Cabinet ymarfer yr hawl i ychwanegu at y nifer o ddiwrnodau HMS eleni a than bod y Cwricwlwm newydd yn ei le.
- Mae'n bryder gan UCAC bod ein haelodau yn nodi nad ydynt yn derbyn llawer o wybodaeth am newidiadau i'r cwricwlwm gan Lywodraeth Cymru na'r Consortia Rhanbarthol. Nodir mai'r brif ffynhonnell gwybodaeth yw Uwch Dimau Rheoli'r ysgol a ffynonellau eraill. Deallwn fod yr hyfforddiant a drefnwyd gan y Consortia hyd yma wedi amrywio o ran natur yr hyfforddiant a phwy sy'n cael eu targedu. Credwn fod angen o leiaf rhywfaint o gysondeb er mwyn sicrhau bod negeseuon pwysig yn cyrraedd pawb a bod pob rhan o'r gweithlu yn derbyn hyfforddiant addas o safon.

Q13 Os oes gwybodaeth/dealltwriaeth gennych chi am y newidiadau, beth oedd ffynhonnell yr wybodaeth?



Answer Choices	Responses
Uwch-dim yr ysgol	53.85%
Cyngorwyr her/Consortiwm Rhanbarthol	10.00%
Llywodraeth Cymru	20.77%
Ffynhonnell arall (manylwch isod)	30.77%

Hyfforddiant trwy gyfrwng y Gymraeg

- 1.6. Os yw'r ddarpariaeth o safbwynt datblygiad proffesiynol yn gyffredinol yn anfoddhaol, yna mae'r ddarpariaeth trwy gyfrwng y Gymraeg yn hollol anfoddhaol ac annigonol. Credwn fod yn rhaid edrych eto ar hyn, gan geisio sicrhau fod awdurdodau lleol, consortia a darparwyr eraill yn cydweithio llawer er mwyn darparu hyfforddiant o safon uchel ac osgoi dyblygu gwaith. Mae hyfforddiant ac adnoddau yn Gymraeg yn ddigon prin, ond rydym yn gweld enghreifftiau o ddarparwyr mewn mwy nag un canolfan yn paratoi'r un cwrs a'r un math o ddeunydd hyfforddiant.
- 1.7. Mae'r strategaeth Miliwn o Siaradwyr Cymraeg yn hollol berthnasol i weithredu'r cwricwlwm newydd a bydd angen sicrhau hyfforddiant addas i wella sgiliau Cymraeg y gweithlu a hefyd i wella sgiliau addysgu trwy gyfrwng y Gymraeg. Mae angen darganfod beth yw dyheadau'r gweithlu presennol o ran gwella sgiliau Cymraeg/cyfleoedd defnyddio'r Gymraeg yn y gweithle a chynllunio ac ariannu hyfforddiant o safon uchel i fynd i'r afael â'r anghenion hyn. Mae sawl categori o gefnogaeth debygol sydd angen a bydd angen teilwra cefnogaeth at anghenion yr unigolyn ond gwneud hynny'n strategol. Mae'n rhaid i unrhyw hyfforddiant ddigwydd tu fewn y diwrnod gwaith.
- 1.8. Ar hyn o bryd mae 12,292 (33%) o athrawon sydd wedi cofrestru gyda CGA (Cyngor y gweithlu Addysg) yn dweud eu bod yn siaradwyr Cymraeg; mae 10,139 (27%) ohonynt yn nodi eu bod yn gallu addysgu trwy gyfrwng y Gymraeg. Mae'n debygol byddai'r 2000+ o athrawon hyn nad ydynt yn teimlo'n hyderus i addysgu trwy gyfrwng y Gymraeg ar hyn o bryd, yn awyddus i wella'u sgiliau fel

bod modd iddynt wneud cyfraniad at naill ai Gymreigio ethos eu hysgol neu wneud ychydig o addysgu cyfrwng Cymraeg.

- 1.9. Bydd angen sicrhau bod modd adeiladu ar sgiliau Cymraeg y gweithlu dros gyfnod (yn ôl dymuniad yr unigolyn). Mae'n bosib byddai cyflwyno gwybodaeth i rai am y Gymraeg a'r disgwyliadau o ran hawliau disgyblion a rhieni, o fudd. Mae'n bwysig torri lawr rhwystrau a pheidio â gelyniaethu pobl.

Cymhwysedd Digidol

- 1.10. Gyda chyhoeddiad y Fframwaith Cynhwysedd Digidol eleni, credwn y bydd angen hyfforddiant sylweddol yma yn ogystal. Cred UCAC bod cyfle yma i ysgolion gynnal awdit o'u hanghenion o safbwynt Cynhwysedd Digidol. Byddai modd trefnu hyfforddiant digonol mewn da bryd cyn i'r cwricwlwm newydd gael ei gyflwyno'n llwyr mewn ysgolion.

Athrawon Cyflenwi

- 1.11. Mae UCAC yn ymwybodol bod datblygiad proffesiynol y gweithlu cyflenwi yn hollol annigonol. Mae'n holl bwysig bod athrawon cyflenwi yn derbyn hyfforddiant ar gyfer cyflwyno'r cwricwlwm newydd. Prin iawn fu'r hyfforddiant ar eu cyfer dros y blynyddoedd ac mae hyn yn arbennig o wir ym marn UCAC ers sefydlu asiantaethau i gyflogi athrawon yng Nghymru. Mae'n holl bwysig gweithredu ar hyn ar frys, er mwyn sicrhau bod y gweithlu cyflenwi yn ymwybodol o holl ddatblygiadau Cwricwlwm i Gymru.

2. Rôl addysg gychwynnol athrawon

- 2.1. Cred UCAC ei bod yn holl bwysig bod egwyddorion Donaldson yn cael eu cyflwyno i fyfyrwyr fel rhan o'u hyfforddiant cychwynnol a hynny ar fyrder. O sicrhau fod yr hyfforddiant yn effeithiol gall Athrawon Newydd Gymhwyso gyrraedd y dosbarth yn hollol hyderus. Lle bo ansicrwydd yn bodoli mewn ysgolion, mae'n bosib y gallai'r Athrawon Newydd Gymhwyso fod yn allweddol i lwyddiant sefydlu'r cwricwlwm newydd.

3. Digonolrwydd y gweithlu yn y dyfodol

- 3.1. Mae recriwtio'r niferoedd cywir o athrawon gyda'r sgiliau sydd angen arnom i'r swyddi amrywiol hyn yn holl bwysig. Er mwyn gallu gwneud hyn yn effeithiol mae angen cael gwybodaeth drylwyr am natur y gweithlu presennol a chynllunio'n strategol, gan gynnwys gosod targedau a cherrig milltir i fesur llwyddiant dros amser.
- 3.2. Mae hyn yn arbennig o bwysig at bwrpas ateb gofynion y cwricwlwm newydd a Strategaeth Miliwn a Siaradwyr Cymraeg. Mae angen sicrhau trosolwg a chynllunio strategol er mwyn gosod targedau clir ac uchelgeisiol ar gyfer:
- cynyddu niferoedd / canrannau myfyrwyr i ddilyn y cyrsiau Addysg Gychwynnol Athrawon trwy gyfrwng y Gymraeg ar gyfer addysgu ym mhob cyfnod allweddol a phob pwnc
 - cynyddu nifer yn dilyn cwrs Cymraeg fel pwnc.
 - Cynyddu niferoedd (trwy feithrin ei sgiliau) sydd yn hyderus i gyfrannu at greu ethos Cymreig mewn ysgolion.
- 3.3. Gellir dadlau bod y broblem o gynllunio'r gweithlu addysg yn broblem systemig hir dymor. Mae gormod yn cael ei adael i hap a damwain ar hyn o bryd. Hyderwn bydd y gwaith paratoi sydd wedi ei gychwyn gan Llywodraeth Cymru ar gyfer casglu data yn dod â gwybodaeth fwy penodol am y gweithlu addysg, gan gynnwys lefel hyfedredd / cymwysterau Cymraeg a dyheadau'r gweithlu ar gyfer eu gyrfa. Mae'n bwysig defnyddio dull effeithiol, hwylus o gasglu data angenrheidiol ac i wneud hyn cyn gynted â phosib.
- 3.4. Yn y cyfamser, nes bod y system yn ei le ar gyfer casglu data mae angen gweithredu ar yr hyn rydym yn gwybod yn bendant, e.e.

- nid ydym yn hyfforddi digon o athrawon i addysgu trwy gyfrwng y Gymraeg nac i arbenigo yn y Gymraeg fel pwnc
- mae'n ymddangos yn flynyddol nad yw'r Sefydliadau Addysg Uwch yn ymwybodol o'r niferoedd o fyfyrwyr sydd yn gallu siarad Cymraeg, os nad ydynt yn dilyn cwrs / cyrsiau cyfrwng Cymraeg
- mae 27% o athrawon sydd wedi cofrestru gyda Chyngor y Gweithlu Addysg yn dweud eu bod yn gallu addysgu trwy gyfrwng y Gymraeg (bydd angen llawer mwy o athrawon cyfrwng Cymraeg na hyn er mwyn gwireddu'r weledigaeth)
- mae 33% o athrawon sydd wedi cofrestru gyda CGA yn dweud eu bod yn gallu siarad Cymraeg
- mae meysydd o brinder wedi'u hadnabod yn gyffredinol (gyda'r Llywodraeth yn defnyddio abwyd ariannol i geisio denu myfyrwyr i hyfforddi fel athrawon - ond mae rhaid codi'r cwestiwn a yw'r abwyd yn llwyddiant?)

- 3.5. Mae'r newidiadau i drefniadau Addysg Gychwynnol Athrawon a'r system achredu newydd yn cynnig cyfle, e.e. gellir defnyddio'r system achredu i sicrhau bod llefydd cyfrwng Cymraeg a'r Gymraeg fel pwnc ar gael ac yn cael eu llenwi yn y sefydliadau addysg uwch / partneriaethau. Mae angen gosod targedau ar gyfer hyn a chynyddu'r niferoedd.
- 3.6. Mae meysydd amrywiol o brinder ac nid ydym, hyd yma, wedi bod yn cynllunio'n ddigonol er mwyn cyflenwi niferoedd ar gyfer dyfodol y gweithlu addysg (yr holl weithlu) yng Nghymru. Mae'r twf mewn niferoedd disgyblion, hyd yma yn y cynradd ac o hyn ymlaen yn yr uwchradd, yn golygu ein bod yn dibynnu ar yr athrawon rydym yn hyfforddi i lenwi swyddi gwag ond hefyd ar athrawon yn dychwelyd i'r proffesiwn. Ond nid yw'n prifysgolion eleni wedi llenwi llefydd ar gyfer HCA (heblaw am un sefydliad), mae mwy o'r proffesiwn yn dymuno gweithio'n rhan amser (er mwyn cael cydbwysedd bywyd gwaith), ac mae'n anodd rhagweld faint bydd yn dymuno dychwelyd i'r proffesiwn ar ôl toriad gyrfa.
- 3.7. Yn gysylltiedig â'r uchod, cred UCAC ei bod yn mynd yn gynyddol anoddach i ddenu myfyrwyr i'r proffesiwn. Mae hyn yn sicr yn rhannol oherwydd llwyth gwaith ond credwn fod tâl ac amodau yn ffactorau yma yn ogystal.
- 3.8. Mae'n bryder gan UCAC bod nifer o athrawon ifanc yn gadael y proffesiwn. Mae hyn am nifer o resymau gwahanol mae'n siŵr ond mae llwyth gwaith yn rheswm sy'n cael ei amlygu'n aml gan ein haelodau. Rhaid mynd i'r afael â'r broblem gynyddol hon a cheisio sicrhau fod athrawon sydd yn cychwyn yn y proffesiwn yn aros yn y proffesiwn.

UCAC
Ionawr 2017



UCAC
Undeb
Cenedlaethol
Athrawon
Cymru



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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) Inquiry into Teachers' Professional Learning and Education.
2. The NASUWT is the largest teachers' union in Wales representing teachers and school leaders.

GENERAL COMMENTS

3. The NASUWT notes that the particular purpose of this inquiry is to consider the readiness of the workforce to implement the new curriculum and is seeking evidence in relation to three specific areas, namely:
 - arrangements for continuing professional development (CPD) for the current workforce;
 - the role of initial teacher education (ITE); and
 - the sufficiency of the future workforce.
4. In submitting this written response, the Union reminds the CYPEC that:
 - the new curriculum is still being developed through the Pioneer Schools network;
 - the provision of ITE and training is under review; and
 - schools continue to face year-on-year redundancies.
5. It is, therefore, difficult for the NASUWT to comment on the readiness of the workforce to implement the new curriculum when the full details of the design, shape and requirements of that curriculum remain unpublished.

6. The Union can, however, state categorically that the teaching profession in Wales will seek to deliver the new curriculum, as eventually prescribed, with the due diligence, hard work and commitment that was given to the delivery of the National Curriculum.
7. The NASUWT maintains that this inquiry provides the CYPEC with an opportunity to acknowledge that the vast majority of schools in Wales delivered the National Curriculum to the best of their abilities against a background of underfunding, and that the decision to introduce a new curriculum was an indictment on the National Curriculum, its construction and assessment processes, rather than on the teaching profession.

SPECIFIC COMMENTS

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

Arrangements for continuing professional development for the current workforce

9. The NASUWT maintains that the reality for many teachers working in schools in Wales is that access to a structured programme of CPD has become a lottery, decided by the availability of funding for both the cost of the courses on offer and the release from teaching duties to attend courses, and, regrettably in some cases, on the caprice of some school managers.
10. The Union is aware of professional learning handbooks produced by the regional consortia but questions seriously how many teachers are able to access the training without it impacting adversely on their contractual entitlement to a work/life balance.
11. The NASUWT *Big Question Survey 2016* revealed that just 58% of members in Wales had accessed some form of CPD in the previous 12 months and that 88% believed that teachers should have a contractual entitlement to CPD in working time.

12. The use of 'twilight sessions' in the stead of INSET days has become a growing practice in schools. This approach can often disenfranchise teachers with carer responsibilities from the training on offer, as it is not duplicated during the working day for those unable to attend the twilight session.
13. Furthermore, the NASUWT is aware that 'twilight sessions' are being used to offer training on a voluntary basis, which is outside of directed time, and that teachers are 'encouraged' to attend such sessions as the training is not duplicated within the working day.
14. The NASUWT has raised continually the lack of any clear 'delivery model' for the training that will be needed to implement the new curriculum and is concerned that what will eventually emerge from the work being undertaken in the Pioneer Schools will amount to little more than a series of online presentations which share good practice, and which can be accessed in a teacher's own time. In other words, a DIY approach to CPD which is wholly unsatisfactory in the context of the Welsh Government's ambition of a world-class education for every pupil.

The role of initial teacher education

15. Although the role of ITE in training and preparing student and newly qualified teachers to enter the profession fully is recognised, the NASUWT raised two key issues in the response submitted to the consultation on the draft criteria for the accreditation of ITE programmes in Wales and the proposal for the Education Workforce Council (EWC) to accredit ITE, which are germane to this inquiry.
16. The first issue raised by the Union was to question the prudence of consulting on the draft criteria before a consultation on revised professional standards had been undertaken.

17. Consequently, the NASUWT called for the consultation on the draft criteria to be postponed until the position on, and content of, the revised standards had been clearly established.
18. On the issue of the revised professional standards, the CYPEC should note that the Union has firmly rejected the draft revised standards which are currently being trialled prior to the formal consultation, as they present an accountability tool/framework for professional development, rather than a concise set of professional standards to which teachers should aspire.
19. The second issue in the NASUWT response referred to the proposal to give responsibility to the EWC for the accreditation of ITE in Wales. The Union opined that the EWC in its current form is not an appropriate body to take on the statutory responsibility for accrediting all programmes of ITE in Wales.
20. The NASUWT has argued that the EWC would need to demonstrate that it can act coherently, consistently and equitably in relation to its existing responsibilities, before additional functions are allotted to it. (A copy of the NASUWT response is attached at Annex A.)
21. Notwithstanding the issues raised in the NASUWT's response, perhaps the most obvious barrier for ITE to ready students and newly qualified teachers to implement the new curriculum is the fact that it is still being developed and remains unpublished.

The sufficiency of the future workforce

22. The NASUWT maintains that the simple answer to whether the future workforce will be sufficient to implement the new curriculum is no, based on current trends in relation to teacher numbers and the continuing under-investment in schools in Wales, which results in a continuing cycle of teacher and support staff redundancies.

23. The *2016 School Census Results* reveal that, although pupil numbers have dropped by just 586 pupils since 2010, the number of full-time equivalent (FTE) teaching posts lost during the same period stands at 1,051 FTE qualified teachers.
24. The latest NASUWT comparison for 2014/15 between the on-average per-pupil funding for maintained schools in Wales and those in England shows that the school funding gap between Wales and England now stands at £607.
25. The funding gap between maintained schools in Wales and maintained schools and academies in England is £862 and when maintained schools in Wales are compared with the academies in England, the gap reaches £1,324.
26. Although these figures present a slight improvement over the 2013/14 figures (£653, £843 and £1,287 respectively) with the exception of the comparison with the academies in England, this has more to do with a reduction/shift in funding in England than the slight increase in funding in Wales.
27. When considering the sufficiency of the future workforce, the CYPEC would do well to reflect on the fact that the £607 gap presents a shortfall of £283,198,855 in the funding going into the schools each year. This shortfall could provide for the appointment of almost 7,500 teachers, or a combination of thousands more teachers and thousands more support staff.
28. The NASUWT asserts that addressing this under-investment in schools, even on a gradual basis, would go a long way to accommodating a much needed funding system based on the needs of the new curriculum, rather than on pupil numbers, and could condemn redundancies in schools to the past.

Rex Phillips

National Official for Wales

Agenda Item 3

By virtue of paragraph(s) ix of Standing Order 17.42

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CYPE(5)-04-17 – Papur | Paper 5

Consideration of the Report by the Royal College of Paediatrics and Child Health (RCPCH) – State of Child Health

[State of Child Health \(RCPCH\) Report](#) (PDF 2,250 KB)

[SOCH recommendations – Wales](#) (PDF, 162 KB)

Agenda Item 4.1

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

CYPE(5)-04-17 – Papur | Paper 6 – i'w nodi | to note

Ymateb gan : Estyn

Response from : Estyn

Further comments from Estyn outlining shortcomings in provision for vulnerable learners in consortia and local authority reports

Regional Consortia for School Improvement

In 2016, Estyn carried out inspections of the four regional consortia, supported by the Wales Audit Office. Estyn will be following up these inspection with monitoring visits to ascertain progress in 2017 and 2018.

A common shortcoming that emerged from the inspections is that although regional consortia may collect data on pupils' performance, they do not evaluate or analyse the performance of groups of pupils, including vulnerable pupils, in sufficient detail to improve outcomes for vulnerable learners.

Central South Consortium. Inspected in February 2016

The consortium has appropriately recognised the need to develop closer working between challenge advisers and inclusion staff to share information about vulnerable groups of pupils. Across the region there are examples of useful collaboration between these services in terms of joint meetings and visits to schools. A recently formed inclusion strategy group is providing valuable opportunities for managers in the five authorities to develop collaborative working and greater consistency across the region. However, the collation and analysis of data about vulnerable pupils is at an early stage of development.

North Wales Consortium. Inspected in April 2016

The recent improvement in the consortium's data collection, management and analysis has enabled challenge advisers to support and inform their work with schools in greater depth. However, senior leaders do not always use data at pupil level effectively enough to inform their judgements about strengths and areas for improvement in all performance outcomes, for example in analysing the outcomes of groups of pupils, including vulnerable pupils, at a regional level.

Network members have a good range of information about vulnerable learners in their own local authority. However, there is not yet a collective understanding of the achievement and progress of these pupils across the region.

EAS Consortium. Inspected in May 2016

The EAS takes good account of national and local priorities in its plan. For example, EAS is providing strong leadership for the Welsh Government's New Deal programme to develop education professionals at all levels and EAS has tailored its work well to support the context of each local authority. Targets for improvement in the plan do not take enough account of a wide range of performance indicators in order to fully measure progress in areas for improvement, such as the performance of vulnerable learners and more able learners.

There is a beneficial working relationship between principal challenge advisers and local authority lead officers, which enables information about vulnerable groups of pupils and those with additional learning needs to be shared with increasing effectiveness. Purposeful collaboration between these services has led to helpful sharing of practice across the region. In addition, special schools and pupil referral units across the region are now working together and there is a more co-ordinated approach to policy development. However, the collation and analysis of data about vulnerable pupils are not used at a strategic enough level across the region to inform improvement planning.

ERW Consortium. Inspected in June 2016

The consortium collects and analyses data about the current performance of schools effectively, including their performance against relevant comparators and benchmarks. However, evaluations lack sufficient detail about the performance of groups of pupils, including vulnerable pupils, at a regional level.

Local authorities

Estyn carried out inspections of local authority education services between 2010 and 2016. All local authorities received an inspection between 2010 -2013. As a result 15 out of the 22 authorities required follow-up in the form of a series of monitoring visits and, in some cases, re-inspection.

A common shortcoming from this inspection cycle was that, although some groups of vulnerable pupils appeared to make progress and attain at rates close to the whole cohort, in the local authorities exemplified below systems to robustly evaluate and analyse the performance of all their pupils were underdeveloped or absent.

Blaenau Gwent

In 2011 Blaenau Gwent had relatively small numbers of pupils who were from vulnerable groups. These pupils tended to perform inconsistently and their outcomes were better at key stage 2 and key stage 3 than at key stage 1 and key stage 4. The local authority undertook an annual analysis of the performance of pupils identified as being part of vulnerable groups. Yet the authority did not use this data fully to evaluate provision and informing future planning.

However Estyn's inspection of local authority education services in 2013, we reported that minority ethnic pupils generally perform better than their cohorts in the Foundation Phase, key stage 3 and key stage 4, However Gypsy and Traveller pupils and looked-after children generally perform less well than their cohorts.

Gwynedd

In Estyn's inspection of the local authority in 2013, we reported that different organisations and agencies use data well to plan the support provided to vulnerable young people, but they do not always monitor and evaluate these plans rigorously enough to measure their impact on individuals' wellbeing. Therefore they do not know whether these initiatives are effective.

Merthyr Tydfil

In Estyn's monitoring visit of November 2012, which followed on from the local authority being placed in special measures, we reported that pupils with additional learning needs generally make progress in achieving their individual targets. However, analysis is not consistently available for all groups, including vulnerable learners.

The local authority provides a broad range of targeted services to support vulnerable young people. However, it has not evaluated well enough the quality and impact of its services to promote social inclusion and wellbeing. It does not monitor and analyse data for vulnerable groups of learners appropriately. As a result, the authority cannot be sure that the needs of these groups of learners are met.

Monmouthshire

Estyn's inspection of the local authority in 2012 reported that the performance of particular groups of pupils, including vulnerable groups and those with additional learning needs, is variable and this analysis is not consistently available for all groups.

Newport

In Estyn's inspection report in 2011, we noted that although there are helpful targeted interventions aimed at learners from vulnerable groups that result in individuals receiving good support, staff do not always use data well enough to measure the impact of this support.

Pembrokeshire

When Estyn inspected the local authority in 2012, we reported that vulnerable groups and those with additional learning needs generally attain at their expected levels. However officers do evaluate and analyse the performance of all groups of learners consistently enough.

Torfaen

Estyn's inspection of the local authority in 2011 reported that the performance of groups of vulnerable pupils and those with additional learning needs (ALN) is mixed. Learners with English as an additional language perform well compared to national norms. The gap in performance between learners entitled to free school meals and other learners is wider than across Wales as a whole.

Support for parents of pupils with Autistic Spectrum Disorder and for parents from the Gypsy and Traveller community is particularly effective. However, the authority does not do enough to ensure that all parents are aware of the range of support and advice available to them.

Vale of Glamorgan

Estyn's inspection of the local authority found that partnership activity has progressed well and there are many examples of successful multi-agency projects. These include work with children and young people who offend and good post-14 learning provision that has improved attainment for vulnerable groups. This work is supported by 'Families First' preventative work. However, the authority does not always have a good enough strategic overview of how well this type of activity affects learning.

Wrexham

Estyn's inspection of the local authority in 2010 reported that although the authority has introduced a range of useful initiatives which support vulnerable learners well, officers do not evaluate outcomes enough to target provision effectively.

Lynne Neagle AM
Chair
Children, Young People and Education Committee

17 January 2017

Dear Lynne,

A Stronger Voice for Wales: engaging with Wales and the devolved institutions

We have recently launched an inquiry looking at inter-institutional relations between Wales and the UK. A copy of the consultation letter is attached.

As effective inter-governmental working cuts across all the remit of all committees, we welcome any views your committee may have on any area of our terms of reference.

We are also aware that a number of committees have established working relationships with committees with shared interests from across the United Kingdom, and we would welcome any further views you may have on how we can better improve inter-parliamentary working.

We will be sharing our findings with all the Assembly committees when we have completed our work.

Yours sincerely

Huw Irranca-Davies

Huw Irranca-Davies AM

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



December 2016

Dear Colleague

A stronger voice for Wales: engaging with Westminster and the devolved institutions

The Constitutional and Legislative Affairs Committee have agreed to undertake an inquiry into inter-institutional working. The Committee intends to build on the work already undertaken by other legislatures on this issue, including the House of Commons Public Administration and Constitutional Affairs Committee; the House of Lords Constitution Committee and the Scottish Parliament's Devolution (Further Powers) Committee.

The Committee has set the following inquiry objectives:

Inquiry objectives:

To produce best practice principles for inter-institutional working for constitutional legislation.

To reflect and build on the work of other legislatures on inter-institutional working as it relates to broader policy areas.

To seek, establish and promote opportunities for inter-parliamentary working, including promotion of citizen engagement.



The Committee has split the work into two strands. We will start work on the first strand in January, with the aim of finishing work on both strands by summer 2017.

Terms of reference

In order to assist us in our work we would welcome your views on any or all of the following points:

Strand I: Inter-institutional relations [Constitutional matters]

To review how inter-institutional relations have influenced development of Welsh devolution since 1998.

This will include looking at:

-
- How inter-governmental mechanisms have impacted on the development of the devolution settlement.
 - How inter-governmental relations have developed and evolved, what worked well and the impact these relations have had on the devolution settlement.
 - How inter-parliamentary relations have evolved, the current state of these relations and how they could be further developed in relation to the development and scrutiny of constitutional legislation.
-

Strand II: Inter-institutional relations [Policy matters]

By building on the work previously undertaken across the UK to explore within the Welsh context:

-
- The nature of relationships between the Welsh and UK Government, how these relationships function and how they can be improved.
-



-
- Improving opportunities for improved policy learning between Governments and Parliaments.
 - Best practice in inter-institutional relations from across the UK which could be imported into the Welsh context.
 - The nature of the relationship between the Welsh and UK legislatures and to identify opportunities for effective inter-parliamentary working.
-

To cover any other matters that relate to inter-institutional relationships, including relevant implications of the UK leaving the EU.

Invitation to contribute

General information regarding consultation procedures, which should be considered carefully before submitting evidence to the Committee, is set out in the Annex. Responses should be submitted by **Friday 17 February 2017**. It may not be possible to take into account responses received after this date.

If you have any queries, please contact Gareth Williams, Committee Clerk on 0300 200 6362 / SeneddCLA@assembly.wales

Yours sincerely

Huw Irranca-Davies

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English



Annex

Submitting Written Evidence to the Committee

Disclosure of Information

1. The Assembly's [policy on disclosure of information](#) is available; please ensure that you have considered these details carefully before submitting information to the Committee. Alternatively a hard copy of this policy can be requested by contacting the Clerk.

Submitting evidence

2. If you wish to submit evidence, an electronic copy of your submission should be returned to: SeneddCLA@assembly.wales

Alternatively, you can send it to:

Constitutional and Legislative Affairs Committee
National Assembly for Wales
Cardiff Bay
CF99 1NA.

3. Submissions should arrive by **17 February 2017**. It may not be possible to take into account responses received after this date.

4. When preparing your submission, please keep the following in mind:

- your response should address the terms of reference;
- the National Assembly normally makes responses to public consultation available for public scrutiny and they may also be seen and discussed by Assembly Members at Committee meetings. If you do not want your response or name published, it is important that you specify clearly this in your submission; and
- please indicate whether you are responding on behalf of an organisation, or as an individual.



Guidance for witnesses providing written evidence for committees

5. The Assembly is committed to providing accessible information to the widest audience possible. This short guide is to assist witnesses who produce written information for committees. This will enable the Assembly to provide information submitted by third parties in an accessible manner.

- Use plain English and plain Welsh – avoid unnecessary jargon.
- Use a minimum of font size 12.
- Use a clear sans serif typeface, such as Lucida Sans.
- Do not have writing over graphics, pictures or watermarks.
- Colours and contrast – writing should have maximum contrast to the background: dark on light, light on dark.
- Do not use block capitals, and minimise use of bold, underlining and italics.
- If you wish to refer to a published document, please include a hyperlink to that document, rather than the document itself.

6. Where possible, information should be provided in Microsoft Word to ensure accessibility. Where a scan or PDF is provided, particularly in the case of signed letters or tables of information, the original Word document should be provided along with it.

General

7. The Committee welcomes evidence from those with an interest in this subject. If you are responding on behalf of an organisation, please provide a brief description of the role of your organisation.

8. The Committee welcomes contributions in both or either of our official languages, English and Welsh. Information not submitted bilingually will not be translated and will be published in the language of submission only.

9. The Committee will consider responses to the written consultation.



10. For your information, the Committee has invited submissions from a wide range of organisations, a list of which is available on request. A copy of this letter has also been placed on the National Assembly's website with an open invitation to submit views. However, the Committee would be grateful if you could forward a copy of the consultation letter and Annex to any individuals or organisations that you believe might wish to contribute to the inquiry.





Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

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Agenda Item 4.3

Committee Chairs
National Assembly for Wales
Cardiff Bay
CF99 1NA

Your ref:

Our ref: EJ/GH

13 January 2017

Dear Committee Chair

In 2015, we located a series of outreach events in Wrexham and Swansea, with the aim of taking the work of the Assembly to the people of Wales. We chose Wrexham and Swansea because voter turnout in both areas was particularly low in the 2011 Assembly election.

As part of the Senedd@Wrexham and Senedd@Swansea initiatives, staff delivered a comprehensive programme of events, visits and workshops which directly engaged over 5000 people in the Assembly's work. We also forged new working relationships with key local organisations and the local media who, in turn, covered the week's events.

In order to maintain the momentum generated by our visits to Wrexham and Swansea, and building on the lessons we learned, I am eager to deliver another Senedd@ event during the week commencing 20 March 2017. To continue our journey around the communities of Wales, we have chosen Newport for the location of the next Senedd@ initiative.

One of the key findings of the evaluations of previous Senedd@ initiatives was the need to enable committees to consider their potential involvement early in the planning process. Therefore, I am inviting any suggestions your committee may have about how you may wish to get involved in Senedd@Newport.

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English

Cynulliad Cenedlaethol Cymru

Bae Caerdydd, Caerdydd, CF99 1NA

Llywydd@cynulliad.cymru

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0300 200 7403

National Assembly for Wales

Cardiff Bay, Cardiff, CF99 1NA

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Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

During previous “Senedd@” initiatives, committees have held formal meetings in community locations and taken the opportunity to encourage people to participate in their work. Senedd@Newport will present a fantastic opportunity for your committee to raise its profile and engage with many local organisations and media.

Should you require any further information, please contact Geraint Huxtable on 0300 200 6277 or via email: Geraint.Huxtable@Assembly.Wales.

Thank you in advance for your co-operation.

Yours sincerely

Elin Jones AM
Llywydd

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