

BUSINESS PLAN 2018-19

WELSH IN EDUCATION						
<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2018-2019</i>	<i>Responsibility/Lead</i>	<i>Target Date</i>	<i>Source of finance</i>
1.	Revise the regional structure for strategic action to support the Welsh language.	<p>Establish a <i>Welsh language Strategic Board</i> to lead, co-ordinate and manage the Welsh language regionally, under the strategic management of GwE. Agree on terms of reference, membership and an operating procedure.</p> <p>Establish project boards that correspond to the Business Plan priorities in order to steer and lead in specific areas. Project Teams to draw up a Level 3 Business Plan for each priority area.</p> <p>The Strategic Board to be responsible for accountability and the quarterly monitoring of the Business Plans.</p> <p>The Strategic Board to receive monitoring/progress reports on Level 3 Business Plans for</p>	<p>Set a clear and effective strategic direction, empowering the authorities and the region to respond to, and deliver against the policy and vision of Welsh Government.</p> <p>Consistency of approach and a clear line of accountability in place in line with the regional direction of the region and local needs.</p> <p>Regional consistency in terms of supporting the Welsh language to respond to local needs.</p> <p>Appropriate cohesiveness and capacity to provide a</p>	<p>Alwyn Jones, GwE</p> <p>Project Team 1 - Review Regional provision</p>	<p>September 2018</p> <p>September 2018</p> <p>GwE quarterly monitoring timetable</p>	Core

		<p>analysis based on delivery and further risk.</p> <p>The Project Teams to report on the progress of their Level 3 Business Plans to the Strategic Board. In accordance with the agreed procedure, matters requiring attention to be directed to the GwE Management Board, as required.</p> <p>Authorities' Welsh in Education Strategic Plans (WESP) - through the Regional Level 2 Business Plan, identify how the regional work supports the outcomes/priorities noted in the WESP.</p>	<p>high quality regional service in this area.</p> <p>Effective use of regional resources and better value for money.</p> <p>Expertise and good practice are disseminated across the region.</p> <p>Regional work supports the outcomes/priorities of the Authorities.</p>			
2	- Welsh Language Advisory Teachers/Language Centres.	<p>The Welsh Language Strategic Board to review the provision in place across the region in order to ensure that current resources fully and effectively support and meet local and regional needs:</p> <p>i) Ensure sufficient capacity to deliver fully against local and regional priorities.</p>	<p>Outcome 1 WESP: More seven-year-olds being taught through the medium of Welsh</p> <p>Appropriate cohesiveness and capacity to provide a high quality regional service in this area.</p>	Alwyn Jones, GwE Project Team 1 - Review Regional provision	March 2019	Core

		<p>ii) Share good practice across the region.</p> <p>iii) Plan a structure to ensure consistency in monitoring standards and accountability across the region.</p> <p>iv) Collaborate to ensure an inclusive evidence-based first and second language training programme for primary and secondary schools, which meets schools' requirements.</p> <p>v) Ensure support and challenge for schools in order to raise and sustain pupils' standards, regardless of their ability in first and second language, in the primary and secondary sector.</p> <p>viii) Ensure an ethos which promotes bilingualism in primary and secondary schools across the region.</p> <p>ix) Provide opportunities to enrich the curriculum for second language learners, in partnership with other stakeholders.</p>	<p>Expertise and good practice are disseminated across the region.</p> <p>Raise and sustain first and second language standards across the region.</p> <p>A robust monitoring procedure has been established which leads to raising standards.</p> <p>Estyn reports corroborate standards.</p> <p>Improved quality of teaching and learning.</p> <p>Progress in standards of first and second language against challenging targets in every LA's WESP.</p> <p>Effective bilingualism practices in schools, and ensuring that the advantages of bilingualism are known.</p>			
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	- Immersion	Collaborate with the Welsh Language Continuum Adviser to look at schools' immersion schemes within the region/other regions/models available in other bilingual communities that successfully integrate bilingualism or multilingualism. Consider the explicit messages and consider the effective teaching and learning practices that could be further promoted across the region.	Increased use of Welsh beyond the classroom in primary and secondary schools. Outcome 5 WESP: More students have higher-order skills in Welsh Immersion plans and effective teaching and learning practice are promoted across the region.	Welsh Language Continuum Adviser Project Team 1 - Review Regional provision		
3	Identify a baseline of the education workforce's Welsh language skills, and their ability to teach Welsh and through the medium of Welsh.	i) Conduct a small-scale pilot of the Language Skills Audit and adapt and edit format, content and facilitate the technological links according to the findings of conducting the small-scale pilot. ii) Conduct and distribute a Language Skills Audit with the entire workforce. Analyse information about practitioners' Welsh skills, and their ability to	Outcome 7 WESP: Plan the workforce and CPD Qualitative and quantitative analysis produced. Use the data and recommendations to steer the Welsh Development strategic plan in the region for 2018-19.	Project Team 2 - Workforce's Welsh language skills	Summer 2018 Summer 2018	

	<p>teach and learn through the medium of Welsh.</p> <p>Undertake scrutiny that would form the basis for the implementation of a number of the other priorities such as specific Pilots / informal use of Welsh / Sabbatical Schemes / Early Years / Foundation Phase.</p> <p>iii) Based on the findings of the Language Skills audit and proposed WG survey (<i>review school categories and definitions according to the language used as the medium of teaching</i>), provide tailored training for developing the Welsh language amongst the stakeholders of the workforce:</p> <ul style="list-style-type: none"> • GwE workforce; • Schools and staff showing readiness to roll out their bilingual provision/Welsh medium teaching. <p>Ensure that a variety of suitable resources are provided to support training.</p>	<p>A clear understanding of the workforce's Welsh language skills and their ability to learn through the medium of Welsh.</p> <p>A professional learning programme established to ensure that all practitioners are able to continuously develop their Welsh language skills, in accordance with the expectation in the new professional standards.</p>		<p>March 2019</p> <p>March 2019</p>	<p>WG Grant - Workforce Development</p> <p>WG Grant - Workforce Development</p>
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		Identify a cluster/school that would lend itself as a case/research study.				
4	<p>Results of the language skills survey:</p> <p>Training the current workforce across the region / Recruitment and retention of bilingual staff.</p>	<p>Promoting the Sabbatical Courses.</p> <ul style="list-style-type: none"> • Continue to collaborate with Bangor University in terms of ensuring that the Welsh Language Sabbatical Scheme is used strategically to meet schools' needs. • Courses 2018-2019. Collaborate with staff at Canolfan Bedwyr and advisers in counties to recruit staff for courses in 2018-2019. Encourage staff to develop confidence in Welsh through professional development. • Joint planning to secure the support of these head teachers and negotiate specific targets in relation to the SDP priorities in terms of promoting the Welsh language. • Identifying effective planning so that improving practitioners' Welsh skills is a consideration within the school development plan. 	<p>Outcome 7 WESP: Plan the workforce and CPD</p> <p>Effective collaboration with the Scheme provider and Government to prioritise the Scheme's courses.</p> <p>Increase in the number of individuals attending the Sabbatical Courses - practitioners identified to partake in the Sabbatical, at various levels.</p> <p>Ensure appropriate skills within the education workforce so as to be in a position to deliver the new Welsh language curriculum, and to enable growth in Welsh medium and bilingual education.</p>	Project Team 3 - Workforce Development	Ongoing	WG to fund Sabbatical Courses.

		<ul style="list-style-type: none"> • Training Governors in the context of their respective counties' WESP targets for recruitment purposes • Pilot scheme/year-long course 2017-2018: Implement relevant recommendations from the impact evaluation of the 2017-2018 pilot scheme, alongside Canolfan Bedwyr. • Sabbatical Practitioners 2014-2018, in response to the audit, target specific cohorts of practitioners attending the Sabbatical between 2014-2018 to forward plan and improve Welsh education within their schools and cluster. Joint planning with SIAs and Authority Officers. • Post-care: Plan and deliver a more strategic and specific after-care programme for all practitioners on Sabbatical courses, and particularly for those who have completed the Pilot Sabbatical course in 2017-18. Pilot a structured continuity plan that could be used as the basis for future progression plans. 	<p>Strengthen the linguistic profile of staff in specific schools.</p> <p>School staff to develop their Welsh language skills, and to use Welsh with one another and with children and young people.</p> <p>A higher percentage of practitioners are appointed who are able to use the Welsh language confidently on the classroom floor in order to support the national target of a million speakers.</p> <p>An effective system for planning the workforce is in place in order to ensure plenty of skilful teachers who are able to work through the medium of Welsh.</p> <p>Ensure the availability of an adequate Welsh medium provision for learners.</p>			
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		<ul style="list-style-type: none"> • Commission post-care training packs that meet individual needs e.g. Skype pilot sessions - support from experienced teachers in preparing lessons and resources/and the 'Siarad' scheme which partners Welsh 'learners' with Welsh speakers. (Produce a register of qualified individuals who are available to provide support and deliver the packs). ii) Run sessions to upskill staff - provide training and support in relation to bilingual teaching methodologies e.g. in order to ensure consistency in language patterns across the school. iii) Use the findings of the skills audit as a basis for identifying new/additional courses. 	<p>Strengthen the education workforce to attain the four purposes of the new curriculum.</p> <p>Post-care is provided for practitioners who have been on the Sabbatical Scheme, to ensure that this is strategically fed into school development plans.</p> <p>A Welsh language professional development programme for practitioners to support and reinforce the Sabbatical Scheme, to include mentoring opportunities and school to school support and so forth.</p> <p>School workforce benefits from opportunities to develop their Welsh skills, in line with the professional standards.</p> <p>The SDP includes a clear commitment to</p>			<p>WG Grant - Workforce Development</p>
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			developing the Welsh skills of the workforce.			
5	Purposeful planning and ensuring progression from the Early Years.	<p>Promote effective transition between the Key Stages by identifying and offering support to schools and Foundation Phase teachers who would promote bilingual / Welsh opportunities.</p> <p>i) Collaboration with Mudiad Meithrin to raise parents' awareness of the advantages of bilingual education/the demand and need for Welsh as an employability skill.</p> <p>ii) Collate and share good practice across the region.</p> <p>ii) Evaluate Conwy's pilot scheme - and produce a transferable sustainable model.</p>	<p>Outcome 1 WESP: More seven-year-olds being taught through the medium of Welsh.</p> <p>Welsh medium pre-school provision to increase in every area.</p> <p>Progression rates to increase between pre-school and the foundation phase.</p> <p>Increased number of children being assessed in Welsh at seven years old.</p>	Project Team 4 - Early Years/Foundation	March 2019	WG Grant - Workforce Development
6	Welsh Language Development Pilots 2017-2018.	<p>i) Appraisal/scrutiny/evaluation of Pilot Schemes 2017-2018.</p> <p>Identify transferable and sustainable schemes to be emulated from school to school which will be strengthened over time, and which will teach more of the curriculum through the</p>	<p>Outcome 7 WESP: Plan the workforce and CPD</p> <p>Ensure plenty of skilful teachers who are able to work through the medium of Welsh.</p>	Project/Executive Team	March 2019	

		<p>medium of Welsh. Prioritise expenditure on schools and staff who are willing to roll out their bilingual provision.</p> <p>ii) Phase 2 Plans 2018-2019 to consider: progression across sectors; particularly in the Foundation Phase-KS2-KS3, strong focus on the early years onwards; Strengthen and develop the L Charter; Cymraeg Campus; promote informal use of the Welsh language/Parental engagement, carers/community link/world of work/creative practitioners' project (WG Creative Lead Schools and Arts Council Wales).</p> <p>iii) Develop a project to develop spoken language in practical subjects/areas and their advantages e.g. technology, science, physical education, and expressive arts in terms of developing spoken language in hands-on activities.</p>	<p>Ensure appropriate skills within the education workforce so as to be in a position to deliver the new Welsh language curriculum, and to enable growth in Welsh medium and bilingual education.</p> <p>School staff to develop their Welsh language skills, and to use Welsh with one another and with children and young people.</p> <p>Ensure the availability of an adequate Welsh medium provision for learners.</p> <p>Schools encourage children and young people to use the language outside of the classroom, and provide Welsh experiences across the curriculum.</p> <p>Ensure consistency and share good practice.</p>			WG Grant - Workforce Development
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7	<p>Promoting informal/Social use of the Welsh language</p>	<p>Raise awareness of opportunities to use the language in everyday contexts and on digital platforms e.g. school radio, film clubs, breakfast club, immersion courses and Year 6-7 transition. Conduct training/workshops on Language Psychology and Linguistic Courtesy.</p> <p>i) Ensure opportunities for informal language use by learners, beyond the classroom, by planning and delivering training for using informal language for schools/clusters of schools/phase 2 pilot schools. (See. Informal Language Use Doc.) Consider training that would allow opportunities to support and embrace the Welsh language in the community so that the community, in turn, can embrace and support the school.</p> <p>ii) Collaborate with the Mentrau Iaith [language agencies], Yr Urdd, S4C on ways to drive specific projects in schools that promote the use of the Welsh language e.g. playground sports</p>	<p>Outcome 5 WESP: More students have higher-order skills in Welsh</p> <p>Increase in Welsh standards.</p> <p>Increase in the social/informal use of the Welsh language.</p> <p>Positive practices established in terms of language use.</p> <p>School Workforce:</p> <ul style="list-style-type: none"> • Confident to discuss the language and use with pupils. • Confident to discuss language awareness issues and the concept of ownership and responsibility for language, with pupils. • Equipped with techniques and approaches to promote the mind-set and attitudes of children and young people. 	<p>Project Team 5 - Informal/Social use of the Welsh language</p>	<p>Ongoing</p>	<p>WG Grant - Language Psychology</p>
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		<p>workshops/story sessions/music and sports workshops. Find ways of sharing, propagating and advertising events e.g. on digital noticeboards and in parent meetings.</p> <p>iii) Work with Edau to support a range of projects that focus on using creative approaches in Welsh.</p> <p>iv) Develop resources e.g. an app for learners to practise their language skills beyond the classroom. Establish the impact of <i>Seren Iaith</i>, a bilingual programme by Llandrillo Menai, and the <i>Cymraeg i Oedolion</i> [Welsh for Adults] app, by Bangor University.</p> <p>v) Identify opportunities to run language awareness raising sessions with Llion Jones (Language History), Ed Holden.</p> <p>vi) Conduct sports, football and cricket training via the WG's sports initiative.</p>	<p>Coherency and collaboration to promote informal use of the Welsh language.</p> <p>Develop a partnership to support the plan.</p> <p>Purposeful and effective resources available to support informal use of the Welsh language.</p> <p>School staff to develop their Welsh language skills, and to use Welsh with one another and with children and young people.</p>			<p>WG Grant - Workforce Development</p>
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8	<p>Welsh Government Framework for increasing the use of the Welsh language among children and young people.</p> <p>Primary Schools' Language Charter / Cymraeg Campus</p>	<p>Language Charter: Implement the priorities noted in all Coordinators' business plans (Gwynedd/Anglesey, Conwy / Denbighshire, Wrexham / Flintshire), focusing on the Welsh Government's targets and specific targets of each individual Authority.</p> <p>i) Implement a cycle of regional meetings, monitoring and reporting on performance for the three Language Charter Coordinators;</p> <ul style="list-style-type: none"> • Language Charter Coordinators to meet on a quarterly basis, and report on a quarterly basis. • The three Language Charter Coordinators to provide quarterly monitoring reports in order to be in a position to report to meetings of the Welsh Strategic Board, and then to GwE's Management Board, and GwE's Joint Committee, in line with GwE's accountability framework. • The three Language Charter Coordinators to provide quarterly monitoring reports 	<p>Outcome 5 WESP: More students have higher-order skills in Welsh.</p> <p>Business plan produced and approved.</p> <p>Support for schools to implement the principles and monitor the impact of the Language Charter.</p> <p>Consistency of approach and a clear line of accountability.</p> <p>Meet the annual Welsh Government targets, and those of the Authorities.</p> <p>Language Data is the basis for focused planning in schools, as regards maximising the use of Welsh.</p>	<p>Project Team 5 - Informal/Social use of the Welsh language</p>	<p>Ongoing</p> <p>GwE monitoring timetable</p> <p>WG monitoring timetable</p>	<p>WG Grant - Use of the Welsh Language Framework</p>
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		<p>in order to be in a position to report on performance against the Government's targets, on a quarterly basis.</p> <ul style="list-style-type: none"> • The three Language Charter Coordinators to collate county and regional data for submission to the Welsh Government, through the Language Web. <p>ii) Collaboration between the North Wales Language Charter Coordinators to identify and organise training on activities that inform the aims and objectives of the Charter.</p> <p>iii) Establish or use Professional Learning Communities to share good practice in rolling out and developing the Charter. Conduct or establish school-to-school networks or cross county networks. Promote and sustain strategic discussions.</p> <p>iv) Language Charter Coordinators to encourage links between schools and to urge schools to share good practice and to continually provide case studies from the region to the</p>	<p>Language Data is the basis for schools' and individual hubs' action plans, and evidence of the impact of implementing the Charter on the use of the Welsh language.</p> <p>Schools encourage children and young people to use the language outside of the classroom, and provide Welsh experiences across the curriculum.</p> <p>Children and young people use Welsh in various situations at school.</p> <p>Effective and strategic collaboration via school to school networking.</p> <p>The national case study bank held by the Welsh</p>		Ongoing	WG Grant - Use of the Welsh Language Framework
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		<p>Welsh Government (in order to generate a national case study bank).</p> <p>v) Create a network between the four regional consortia in order to share good practice nationally.</p> <p>Establish a regional system and strategy for underachieving schools, for quality assurance purposes.</p> <p>vi) Implement school validation within the region, on an annual basis. CSI to provide training on validation.</p> <p>Cymraeg Campus: Roll out the success of the 'Language Charter' by rolling out the Cymraeg Campus scheme in English-medium primary schools.</p> <p>Implement a cycle of regional meetings, monitoring and reporting on performance for Cymraeg Campus. ;</p> <p>Establish or use Professional Learning Communities to share</p>	<p>Government is extended and used by schools.</p> <p>A file of purposeful electronic resources for schools held by the Welsh Government.</p> <p>Ensure consistency and share good practice nationally.</p> <p>Ensure a robust system for underachieving schools. Accountability system in place.</p> <p>Increased use of Welsh amongst pupils in category 2, 4 and 5 schools. A high percentage of schools committed to the projects.</p> <p>Children and young people use Welsh in various situations at school.</p>			<p>WG Grant - Workforce Development</p> <p>WG Grant - Use of the Welsh Language Framework</p>
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		<p>good practice in rolling out and developing the work.</p> <p>Conduct or establish school-to-school networks or cross county networks.</p> <p>Encourage links between schools and urge schools to share good practice and continually provide case studies from the region to the Welsh Government (in order to generate a national case study bank).</p>	<p>Effective and strategic collaboration via school to school networking.</p> <p>The national case study bank held by the Welsh Government is extended and used by schools.</p> <p>A file of purposeful electronic resources for schools held by the Welsh Government.</p> <p>Ensure consistency and share good practice nationally.</p>			
9	<p>Supporting Language Use Secondary Project (Welsh-medium / bilingual secondary schools across the north)</p>	<p>i) Consult with individual schools to establish their priorities and needs in terms of young people's language use.</p> <p>ii) Support schools to develop and implement various elements of the Supporting Language Use Project.</p> <p>iii) Monitor the implementation of the project on a county/regional basis.</p>	<p>Outcome 5 WESP: More students have higher-order skills in Welsh.</p> <p>Challenging but achievable plans in place by schools.</p> <p>Increase the use of informal and social Welsh across the region's secondary schools.</p> <p>Children and young people use Welsh in</p>	<p>Project Team 5 - Informal/Social use of the Welsh language</p>	<p>March 2019</p>	<p>WG Grant - Use of the Welsh Language Framework</p> <p>WG Grant - Workforce Development</p>

		<p>iv) Coordinate opportunities for schools and pupils to meet in their authority / regionally, to share experiences and good practices within the project.</p> <p>v) Provide reports for the Welsh Government on the project's development within the schools.</p> <p>vi) Look at ways of disseminating information to children and young people e.g. newsletter. Ensure that young people have an input and voice as regards the most effective way of achieving this.</p>	<p>various situations at school.</p> <p>Children and young people take ownership of the language, and understand its relevance to day-to-day life.</p> <p>Good practice and achievements are disseminated across the region.</p> <p>Schools' workforce encourage use of the Welsh language outside of the classroom.</p>			
10	Planning Welsh medium education and Welsh medium/bilingual learning.	<p>i) Use research by Bangor University as regards current awareness of educational strategy and pedagogy in a bilingual context to deliver training to upskill staff on bilingual teaching (under the guidance of Professor Enlli Môn Thomas, Bangor University).</p> <p>ii) Review and facilitate Welsh medium teaching and learning</p>	<p>Outcome 3 WESP: More 14 to 16 year-old learners studying for qualifications through the medium of Welsh.</p> <p>Outcome 4 WESP: More 16 to 19 year-old learners studying subjects through the medium of Welsh.</p> <p>Outcome 7 WESP: Plan the workforce and CPD</p>	Project Team 6 - Planning Welsh medium education and Welsh medium/bilingual learning.	March 2019	

		in schools, and consider ways in which technology could be used for this purpose. Consider alternative models of delivering Welsh medium education, including on-line remote or digital learning.	Schools encourage children and young people to use the language outside of the classroom, and provide Welsh experiences across the curriculum.			
11	Welsh Language Continuum	<p>Appoint a Welsh Language Continuum Adviser</p> <p>i) Encourage schools to move along the language continuum. Collaborate with the Language, Literacy and Communication AoLE working party, which consists of pioneer schools, to develop the language continuum/new curriculum. Find ways to share regional good practice when teaching and learning bilingually.</p> <p>ii) Support schools to promote improvements in standards.</p> <p>iii) Identify effective teaching and learning practice that may be shared both within and across networks.</p> <p>iv) Share good practice in terms of effective methodology and</p>	<p>Outcome 5 WESP: More students have higher-order skills in Welsh</p> <p>Outcome 7 WESP: Plan the workforce and CPD</p> <p>Improved quality of teaching and learning.</p> <p>Effective schemes of work in place.</p> <p>Better standards in Welsh.</p> <p>Progress in KS3 pupils' higher-order skills.</p> <p>Progress in post-16 pupils' higher-order skills.</p>	Alwyn Jones, GwE Welsh Language Continuum Adviser	September 2018 2018-2019	WG Grant - Workforce Development

		<p>pedagogy for teaching and learning Welsh, and through the medium of Welsh.</p> <p>v) Ensure that the region's schools obtain appropriate support to deliver the revised Welsh Second Language GCSE specification.</p> <p>vi) Support the region's Welsh teachers to deliver the GCSE Welsh Second Language qualification. The SIA is expected to support clusters of primary and secondary schools to ensure effective transition and robust progression of Welsh language skills, from the early years, in order to ensure one Welsh learning pathway in the new curriculum.</p> <p>vii) Support the region's Welsh teachers to develop new resources for KS3 in order to prepare learners for the new curriculum.</p> <p>viii) Support schools in the joint standardisation and sharing of resources to raise standards at Key Stage 3.</p>	<p>Increase in the number of pupils following the A Level Second Language qualification.</p> <p>Improve standards in Welsh literacy</p> <p>Improve the quality of the entire Welsh provision.</p> <p>Ensure consistency and share good practice in terms of effective pedagogy.</p> <p>A higher percentage of practitioners are appointed who are able to use the Welsh language</p>			<p>WG Grant - Workforce Development</p>
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		<p>ix) Contribute towards planning the workforce regionally to develop practitioners' language skills and their ability to teach Welsh, or through the medium of Welsh.</p> <p>x) Recruitment. Consult with Careers Wales/Coleg Cymraeg to ascertain ways of recruiting Welsh teachers. Find new ways of supporting teachers where there is a lack of expertise e.g. pilot joint learning with students who have followed TEFL courses.</p> <p>xi) Find learners who could be ambassadors for learning Welsh on the Pupil Forum.</p>	<p>confidently on the classroom floor in order to support the national target of a million speakers.</p> <p>Children and young people mutually encourage and support one another to take responsibility for the language.</p>			
12	Communication, promotion and marketing	<p>1.GwE: <ul style="list-style-type: none"> • Arrange presentations for GwE's full team. </p> <p>2. Leadership: Working with the National Education Leadership Academy and regional consortia established in Spring 2018 to deliver the skills for planning the development of the Welsh</p>	<p>Plan the workforce regionally to develop practitioners' language skills.</p> <p>A programme of robust training to support SIAs.</p> <p>Ensure the development of the Welsh language</p>	Project Team 7 - Communication, promotion and marketing	<p>June 2018</p> <p>September 2018</p> <p>Ongoing</p>	

	<p>language within a culture of SLOs.</p> <p>3. Governors: i) Collaborate and support Welsh Language Strategic Officers in the counties.</p> <p>ii) Contribute and address Governor forums on the 2050 plan</p> <p>iii) Ensure a strategic role and opportunities for Governors to undertake learning trails in schools in order to look at pupils' confidence and ability in Welsh, discuss the school's values and dispositions, Welsh identity, culture and traditions.</p> <p>4. Workforce staff i) Continue to raise Heads' awareness of the new Estyn Framework, Welsh in Education 2017-2021/New Professional Standards/A Million Speakers Business Plan/Sabbatical Schemes). Emphasise the inclusive element. Reaching the million - 3 combinations - legislation/leadership and passion behind the work.</p>	<p>within the culture of schools as learning organisations.</p> <p>Governors are updated on local and national developments and are confident and able to support schools in a period of substantial change.</p> <p>Governors ensure that Welsh is an integral part of the school's plans.</p> <p>Local and national developments, in the midst of substantial changes in education, are known to all.</p> <p>The school workforce benefits from</p>		<p>Ongoing</p> <p>Ongoing</p>	
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	<p>ii) Publish a termly newsletter for staff on the latest developments.</p> <p>iii) Encourage and promote a Language Champions scheme across the region.</p> <p>5. Pupils</p> <p>i) Establish a Pupil Forum / Regional Language Council to undertake scrutiny of the Business Plan / propose recommendations, ideas and good practice as regards promoting the Welsh language/to discuss language psychology and linguistic courtesy/to discuss ways of sharing achievements/to nominate language Champions within their clusters.</p> <p>6. Parents/Guardians - see 7 above</p> <p>7. BRANDING AND MARKETING - Celebrating achievements!</p> <p>i) Need for branding so that the workforce, regional community, and public, can distinguish and identify with the plan.</p>	<p>opportunities to develop their Welsh skills, in line with the professional standards.</p> <p>Pupils help the school's wider workforce to develop and use their Welsh skills.</p> <p>Ensure that learners have an input and voice.</p> <p>Children and young people take ownership of the language, and understand its relevance to day-to-day life.</p> <p>Good practice and achievements are disseminated across the region.</p>		<p>Termly</p> <p>Ongoing</p>	<p>WG Grant - Workforce Development</p> <p>WG Grant - Workforce Development</p>
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		<p>ii) Publish a newsletter for partners regarding events and developments.</p> <p>ii) Find ways of sharing achievements and events in a more imaginative and creative manner - using various platforms e.g. Digital platforms/area papers/via the Mentrau Iaith/radio and TV programmes/football pitches, football academy)</p> <p>iii) Produce booklets, apps, digital resources as a follow-up to courses and events.</p> <p>iv) Faces of 2050: secure the support of key and renowned individuals.</p> <p>v) Celebrating Success Conference - invite stakeholders. Showcase and celebrate progress.</p> <p>8. Support Stakeholders and Partners. Attend/contribute to events and conferences/launches. Discuss approaches to collaboration.</p>	<p>The plan is promoted and messages are shared consistently. Promote collaboration and ensure consistent and informed knowledge for stakeholders and the public.</p> <p>Raise the profile of Welsh through promotion / marketing campaigns.</p> <p>Purposeful arrangements in place for effective communication, sharing information and good practice in order to achieve the aim.</p>			
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		LAs Language Forum / North Wales Police and North Wales' Police and Crime Commissioner / Betsi Cadwaladr Language Forum.				
13	Communication and Engagement/Parents/Guardians	<p>Respond to findings and recommendations <i>Welsh Language transmission and use in families 2017</i> by raising a deeper awareness amongst parents/guardians of the linguistic capital available by transmitting the Welsh language; appreciation of bilingualism and the advantages of learning languages, especially in multi-literacy and cognitive development, and as a basis for broadening cultural and linguistic horizons.</p> <p>Research the literature produced by TWF/Sure Start/Wales PPA/Mudiad Meithrin/WAG/Mentrau Iaith, and tailor the information as required. Collate regional good practice as regards collaboration with parents, and consider ways of sharing and disseminating good practice.</p>	<p>Outcome 1 WESP: More seven-year-olds being taught through the medium of Welsh</p> <p>Outcome 3 WESP: More 14 to 16 year-old learners studying for qualifications through the medium of Welsh.</p> <p>Outcome 4 WESP: More 16 to 19 year-old learners studying subjects through the medium of Welsh.</p> <p>Good practice and achievements are disseminated across the region.</p>	Project Team 7 - Communication, promotion and marketing	Ongoing	WG Grant - Workforce Development

		<p>i) Collaboration with midwives, Health Visitors, to look at ways of raising parents' awareness of teaching the Welsh language at home, the value of bilingualism, the advantages and benefits of transmitting the language.</p> <p>ii) Present information to parents/guardians on ways they can support their children to learn Welsh - e.g. through digital noticeboards, parent meetings.</p> <p>iii) Provide opportunities for parents who do not use Welsh on a regular basis, and non-Welsh speaking parents to use and see Welsh in an informal context in their communities. (See Pilot Scheme at Ysgol Tywyn, Meirionnydd).</p> <p>iv) Find ways of mentoring and encouraging less confident parents in Welsh to use their language skills.</p> <p>v) Explore possible mentoring initiatives between parents with varying degrees of ability in Welsh within Welsh-medium schools in order to understand</p>	<p>Advantages of bilingualism and Welsh education and promoted across the region. .</p> <p>Parents understand the purpose and importance of the Welsh language, and their role in supporting the scheme.</p> <p>Parents are confident to use their Welsh language skills and are developing positive attitudes towards the language.</p> <p>Parents encourage their children's use of language outside of the school.</p>			
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		<p>how to help less confident Welsh speakers to use their language skills.</p> <p>vi) Look at the opportunities for parents/guardians to learn Welsh. Collaborate with Mudiad Meithrin (<i>Cynllun Clwb Cwtsh</i>), Nia Roberts Cariad at Iaith/Welsh for Adults in North West and North East Wales.</p> <p>vii) Cluster working/Sabbatical scheme schools/phase 2 schools on specific schemes e.g. concerns regarding ability to help with homework.</p> <p>viii) Parents as language ambassadors: consider ways of giving non-Welsh speaking parents, and parents who have learned Welsh, a platform for communicating the advantages of learning Welsh and teaching Welsh to their children.</p>				
14	Preparing for the World of Work	i. Collaborate with the North Wales Ambition Board - by providing information and clear messages to pupils, the education workforce, parents and governors, that the ability	Outcome 4 WESP: More 16 to 19 year-old learners studying subjects through the medium of Welsh.	Project Team 8 - World of Work	Ongoing	WG Grant - Workforce Development

		<p>to communicate successfully in Welsh and English is a strong advantage in the labour market, and that Welsh is of economic benefit to the region.</p> <p>ii. Work alongside Careers Wales/North Wales Economic Ambition Board/Post-16 Colleges and local employers to run workshops/contribute to a Careers Fair, and raise awareness of the importance of Welsh as an employability skill.</p> <p>iii. Collaborate with Careers Wales/North Wales Ambition Board to further promote the relevancy and value of bilingualism to the economy and Welsh as an employability skill.</p> <p>iv. Promote pilot scheme to include careers units in the Welsh KS3 scheme of work. The aim is to prepare/raise awareness of the 6 writing features in keeping with elements in the requirements of the World of Work Framework.</p> <p>v. Collaborate with Career Wales and NWAB (via access to the</p>	<p>Advantages of bilingualism and Welsh education are promoted across the region.</p> <p>Awareness of the importance of Welsh as an employability skill has been disseminated across the region.</p> <p>Partnership collaboration promotes the value of bilingualism to the economy and Welsh as an employability skill.</p>			
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		<p>Education and Business Exchange) to pilot an initiative with key employers in the region who regard the Welsh language as being a key workplace skill.</p> <p>vi. Collaborate with the NWAB and Careers Wales to lead and work in partnership with the world of business. Ensure opportunities to celebrate and share achievements.</p> <p>vii. Collaborate with Careers Wales/North Wales Ambition Board to raise awareness of the <i>Regional Skills and Employability Scheme</i>, which notes the demand for Welsh language skills in key sectors in the workplace. Consider various and purposeful marketing initiatives such as producing posters for cafés/shops/betting shops etc.</p> <p>viii. KS4 Transition: collaboration with schools, Coleg Cambria/Llandrillo Menai/Coleg Cymraeg Cenedlaethol. Disseminate information about bilingual and Welsh medium courses, and the opportunities</p>	<p>Good practice and achievements are celebrated and shared across the region.</p> <p>Advantages of bilingualism and Welsh education are promoted across the region.</p>			
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		<p>that ensue from studying higher education courses through the medium of Welsh.</p> <p>ix. Support Welsh Language Advisers to promote A Level Welsh; collaborate with Careers Wales/WJEC, and ensure opportunities for former students to become Ambassadors to market the advantages/skills/career opportunities by studying Welsh.</p> <p>x. Collaborate with the Welsh Language Continuum Adviser to promote, support and encourage learners to follow Welsh learning courses.</p>	<p>Continuity and progression in the Welsh medium and bilingual provision in Further Education.</p> <p>Increase the numbers studying higher education courses through the medium of Welsh.</p>			
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15	ALN	<p>i. Collaborate with the region's ALN Transformation Lead to identify opportunities to support the work of ensuring a Welsh medium provision (mapping out a child's journey).</p> <p>ii. Identifying a baseline of the ALN workforce's Welsh language skills, in order to assess, support and challenge progress. A. Education psychologists B. Specialist teachers based in the authorities C. Staff in pupil referral units (employed directly by the authority) D. Staff in specialist centres in schools (employed directly by the authority) E. Home tutors F. EOTAS providers G. GwE</p>	<p>Outcome 6 WESP: Welsh medium ALN provision</p> <p>Respond to the demand at a regional or sub-regional level.</p> <p>Welsh medium provision available for pupils with ALN.</p> <p>A clear understanding of the workforce's Welsh language skills and their ability to learn through the medium of Welsh.</p>	<p>Under the guidance of Margaret Davies, North Wales ALN Transformation Lead.</p>	<p>March 2019</p>	
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