

CYMRAEG



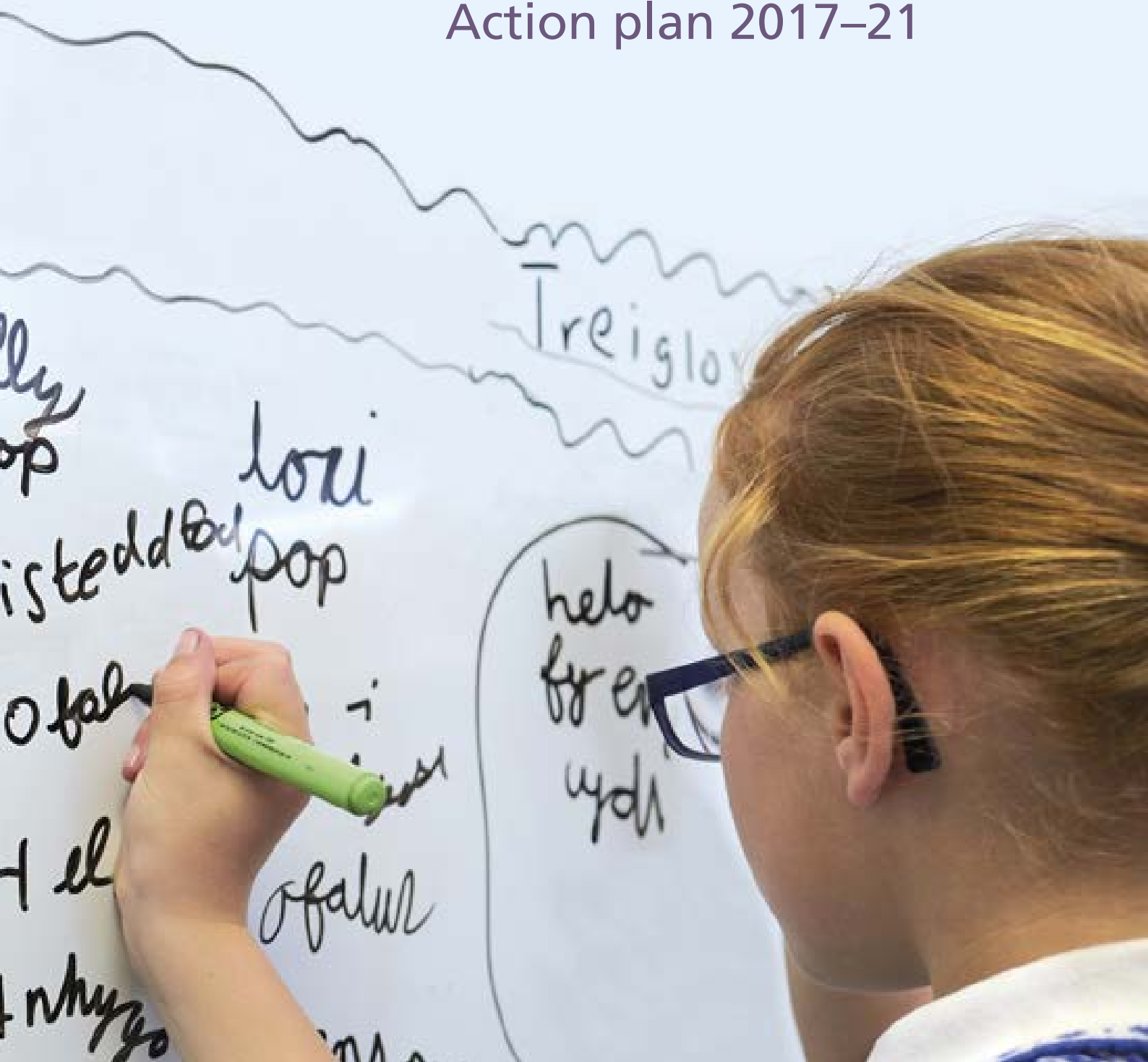
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Llywodraeth Cymru
Welsh Government

Welsh in education

Action plan 2017–21



Welsh in education: Action plan 2017–21

Audience

The school workforce, and those in other settings delivering the Foundation Phase; parents and carers; government and national partners, including regional consortia, local authorities, governing bodies, workforce unions and diocesan authorities; organisations working to promote the use of Welsh; organisations working with families, children and young people; and other interested parties.

Overview

The purpose of this action plan is to set out our direction for the development of Welsh-medium and Welsh language education over the next four years, in line with the vision of *Cymraeg 2050: A million Welsh speakers* and *Education in Wales: Our national mission, Action plan 2017–21*. This document gathers together actions that are initiated by other Welsh Government publications or those of our delivery partners.

Action required

Interested parties to note the content of this action plan for 2017–21, and act accordingly.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at gov.wales

Related documents

Prosperity for All: the national strategy (2017); *Education in Wales: Our national mission, Action plan 2017–21* (2017); *Cymraeg 2050: A million Welsh speakers* (2017); *Cymraeg 2050: A million Welsh speakers, Work programme 2017–21* (2017); *Taking Wales Forward 2016–2021* (2016); *A curriculum for Wales – a curriculum for life* (2015); *Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales* (2014); *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* (2015); *One language for all: Review of Welsh second language at Key Stages 3 and 4* (2013); *Welsh-medium Education Strategy* (2010); *Evaluation of the Welsh-medium Education Strategy* (2016); *Welsh-medium Education Strategy: next steps* (2016)

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Ministerial foreword

“ Our national mission of education reform seeks to raise standards, reduce the attainment gap and deliver an education system that enjoys public confidence and is a source of national pride.

The Welsh language is integral to those reforms, as it is to the Government-wide objectives of building resilient communities, culture and language, and promoting and protecting Wales’ place in the world.

As Ministers in the Welsh Government with responsibility for Welsh-medium and Welsh language education, we recognise our role in building and further ensuring support for this continued development and growth.

Quite simply, all our young people, from all backgrounds, should come out of the education system ready and proud to use the language in all contexts. It is a matter of equity, and we as Ministers and as Welsh Government must set the direction and provide leadership.

Our own different family and personal backgrounds strengthen our shared understanding that everyone has a part to play as we move forward to deliver this action plan with confidence.

We know that the development of Welsh-medium education over the last half a century has been extraordinary, particularly in attracting parents/carers and learners from both Welsh-speaking and non-Welsh-speaking backgrounds. However, we also know that the teaching and learning of Welsh in English-medium settings is inconsistent and too often leads to low attainment.

Tackling this challenge, while also building on success, requires a national vision and action plan, in line with *Cymraeg 2050: A million Welsh speakers* (2017) and *Education in Wales: Our national mission, Action plan 2017–21* (2017).

It is an exciting period for education in Wales, and we have the opportunity to ensure that the Welsh language is central to our ambitious and essential reforms.

From the preparation of the new curriculum to the professional development of the education workforce and the reform of how we support our learners with additional learning needs, ensuring that the Welsh language is considered at the heart of these will be a key priority.

We are not starting from nothing, indeed we have much of which we can be proud. But we will need to raise our expectations, fully commit to marrying equity with excellence and work across our education system to deliver on our shared ambitions.

This action plan for Welsh in education sets the vision and direction so that we ensure all learners develop their Welsh language skills and use the language with confidence, through our national mission of education reform. ”



Kirsty Williams AM
Cabinet Secretary for Education



Eluned Morgan AM
Minister for Welsh Language
and Lifelong Learning



Introduction



The purpose of *Welsh in education: Action plan 2017–21* is to set out our direction for the development of compulsory Welsh-medium and Welsh language education over the next four years, in line with the vision of *Cymraeg 2050: A million Welsh speakers*¹ (2017) and *Education in Wales: Our national mission, Action plan 2017–21*² (2017). We recognise the important part that the early years sector plays in the development of children’s Welsh language skills. We also acknowledge the need to ensure linguistic progression into further and higher education. However, the detail of this action plan is focussed on compulsory provision.

Successive governments have recognised the importance of the Welsh language and the role that the education system plays in creating and nurturing Welsh speakers. We published our first *Welsh-medium Education Strategy*³ for the development of Welsh-medium education in 2010, which set out the vision for an education and training system to enable people of all ages to be able to develop their Welsh language skills.

¹ gov.wales/topics/welshlanguage/welsh-language-strategy-and-policies/cymraeg-2050-welsh-language-strategy/?skip=1&lang=en

² gov.wales/topics/educationandskills/allsectorpolicies/education-in-wales/?lang=en

³ gov.wales/docs/dcells/publications/100420welshmediumstrategyen.pdf

In 2016, we published an interim policy statement, *Welsh-medium Education Strategy: next steps*⁴ (2016), outlining the priorities for the development of Welsh-medium and Welsh language education during 2016–17, while a long-term policy for the language was developed.

This is not the beginning of the journey; solid foundations have already been laid. However, as the education system embarks on wide-ranging reforms, it provides the best opportunity to ensure that the Welsh language is at the heart of developments.

The *Evaluation of the Welsh-medium Education Strategy*⁵, published in 2016, showed that there was support for the vision and goals of the strategy among officials (national and local) who were responsible for its delivery, and among stakeholders and practitioners. The fact that a national vision for Welsh-medium and Welsh language education had been formalised and published has been helpful for some organisations

and individuals in planning to support Welsh-medium education. However, the evidence also suggested that the Welsh-medium Education Strategy's vision was not rooted in a consistent way across all implementation partners and across different tiers of the education system, from the Welsh Government to local authorities and providers.

We want to ensure that there is widespread support for our vision for the continued development and growth of Welsh-medium and Welsh language education. We sought the advice and opinions of our key partners and stakeholders in developing this action plan; we hope now that each will play their part in its delivery.

There are challenges ahead but over the next four years our main aim is to ensure that the required leadership, capacity and infrastructure to deliver the changes are embedded in order to move forward with this important work for our future generations.

⁴ gov.wales/docs/dcells/publications/160309-next-steps-en-v2.pdf

⁵ gov.wales/statistics-and-research/welsh-medium-education-strategy/?lang=en

Background

Strategic context

The Well-being of Future Generations (Wales) Act 2015 aims to ensure that public bodies think about long-term strategy and planning. One of the seven goals is a Wales of vibrant culture and thriving Welsh language, and one of the indicators is the percentage of people who can speak Welsh.

As one of the key public bodies in Wales, we as Welsh Government are required to plan for the long term. *Taking Wales Forward 2016–21*⁶ (2016), our programme for government, notes that we will ‘work towards one million people speaking the Welsh language by 2050’. It also commits us to ‘reshape Welsh teaching in our schools to enable young people to utilise their Welsh language skills in wider society’. *Prosperity for All: the national strategy*⁷, published in September 2017, places the key commitments of the programme for government in a longer term context and how they fit with the work of the wider Welsh public service. Ensuring that all learners will be able to use the Welsh language when they leave school, and that we have a sufficient supply of teachers to work through the medium of Welsh are long-term

commitments, which will require strategic planning with our key delivery partners.

Cymraeg 2050: A million Welsh speakers was published in July 2017, and sets out the long-term vision for the Welsh language. Increasing the number of Welsh speakers is one of the three key themes, and the following key transformational changes will be required within the education sector in order to achieve the vision.

- Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.
- Transform how we teach Welsh to all learners in order that by 2050 at least 70 per cent of those learners report that they can speak Welsh by the time they leave school.
- Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of

⁶ gov.wales/docs/strategies/160920-taking-wales-forward-en.pdf

⁷ gov.wales/docs/strategies/170919-prosperity-for-all-en.pdf

secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.

Education in Wales: Our national mission, Action plan 2017–21, which was published in September 2017, sets out the actions to be taken to implement wide-ranging reforms to the education system in Wales. The aim is to ensure that all learners benefit from a world-class curriculum and that they enjoy learning and teaching that inspires them to succeed in an effectively led, collaborative and innovative education community. Developing Welsh-medium provision and improving the teaching and learning of Welsh for all learners are at the heart of these reforms.

Welsh in the education system in 2017

The Cymraeg 2050 Strategy acknowledges that the education sector has a key contribution to make in order to achieve our vision of a million Welsh speakers. As previously stated, we are not starting from nothing; we are building on a solid foundation of Welsh-medium and Welsh language teaching and learning that developed during the second half of the twentieth century.

Since the publication of the *Welsh-medium Education Strategy* in 2010, we have moved forward with a number of developments to increase Welsh-medium education, and improve the Welsh language skills of our learners.

One of the main aims of the Welsh-medium Education Strategy was to improve the planning of Welsh-medium education. The School Standards and Organisation (Wales) Act 2013 introduced a requirement for local authorities to prepare Welsh in Education Strategic Plans (WESPs) setting out how they will improve the planning of education through the medium of Welsh including for learners with additional learning needs (ALN). Since the first WESPs were developed in 2014, there have been several independent reviews of them and the associated processes. The evaluation of the Welsh-medium Education Strategy that took place in 2016 found that placing the WESPs on a statutory basis had provided local authorities with a more consistent and structured framework for planning Welsh-medium provision. However, the evaluation also indicated that planning processes were not always timely and effective, and that they were dependent on the approach adopted by key individuals. The evidence also provides a mixed picture in relation to changes to Welsh-medium provision for learners with ALN. While there are some examples where specialised support has been developed, with some local authorities planning ahead in order to offer specialist Welsh-medium provision, in other areas there were examples of a lack of capacity to support learners with ALN.

The most recent review of the WESPs was undertaken by Aled Roberts. *Rapid review of the Welsh in Education Strategic Plans – 2017–20*⁸ was published in August 2017. The rapid review found that although the majority of stakeholders recognise that the education system plays a key role in creating the Welsh speakers of the future, the draft 2017–20 WESPs submitted to the Welsh Government in December 2016 lacked the ambition needed to achieve the vision set out in the Cymraeg 2050 Strategy. As well as providing a review of each local authority's WESP, Aled Roberts also made 18 recommendations which included:

- establishing a board to discuss and evaluate the necessary changes needed in terms of the legislation and regulations
- reviewing the timeframe of the WESPs to coincide with Welsh Government's capital schemes
- strengthening the strategic relationship between local authorities and Mudiad Meithrin to ensure growth at local authority level
- urgent planning and action to increase the number of teachers trained to teach through the medium of Welsh.

Today, there are 420 primary schools delivering Welsh-medium education to almost 67,000 learners across Wales, and 49 secondary schools delivering Welsh-medium education to almost 35,000 learners. The challenging target set in the Cymraeg 2050 Strategy will require us to work closely with early years providers and local authorities to improve long-term planning for Welsh-medium school places and ensure that there are opportunities for learners to access Welsh-medium education at various points and continue to learn through the medium of Welsh post-16.

Another focus of the Welsh-medium Education Strategy was to support learners from all linguistic backgrounds to develop their Welsh language skills. Welsh-medium schools generally deliver the majority of the curriculum through the medium of Welsh, and learners are immersed in the language from an early age. Bilingual schools can refer to a wide range of teaching and learning settings which include varying amounts of Welsh language in the delivery. English-medium schools generally only deliver Welsh as a subject with the remainder of curricular time delivered through the medium of English. As a result, learners' acquisition of Welsh will vary depending on the nature of provision.

⁸ gov.wales/docs/dcells/publications/170804-rapid-review-of-wesp-en.pdf



The evaluation of the Welsh-medium Education Strategy in 2016 noted that the percentage of learners achieving the expected level in Welsh at Key Stages 2 and 3 had increased since 2010. The national emphasis on the National Literacy Framework and Numeracy (LNF) and the focus on raising standards more generally were felt by respondents to have driven attainment and standards in Welsh.

However, as the evaluation of the Welsh-medium Education Strategy indicated, the evidence regarding standards in Welsh second language paints a mixed picture. Estyn annual reports have been critical of standards in Welsh second language at Key Stage 2 for a number of years, although standards at Key Stage 3 have shown some improvement in recent years. An independent review of Welsh second language in 2013, *One language for all: Review of Welsh second language at Key Stages 3 and 4, Report and recommendations*⁹, concluded that ‘it is the eleventh hour for Welsh second language’. One of the recommendations of the review was that Welsh Government should revise the curriculum to include ‘one continuum of learning for Welsh with clear expectations for pupils learning Welsh in English-medium, bilingual and Welsh-medium settings’.

In 2014 we commissioned a fundamental review of curriculum and assessment arrangements in Wales. *Successful Futures: Independent*

*Review of Curriculum and Assessment Arrangements in Wales*¹⁰, published in February 2015, concluded that Welsh should remain compulsory up to the age of 16 and that there should be a ‘renewed focus in schools on learning Welsh primarily as a means of communication’. We subsequently accepted the recommendations of the review and agreed that a continuum of learning Welsh would be developed as part of the new curriculum and assessment arrangements for Wales. This continuum will provide the basis for teaching and learning Welsh and other languages in the future.

Developing the Welsh language skills of our practitioners and capacity to teach through the medium of Welsh is essential to enable the continued growth of the Welsh-medium sector, and to improve the teaching and learning of Welsh as a subject. In recent years, the focus has been on ensuring that the workforce has high-level Welsh language skills to be able to deliver Welsh as a subject within the curriculum. Training has mainly been delivered via the regional consortia through the Education Improvement Grant (EIG), and through the Welsh language Sabbatical Scheme for practitioners.

Published in 2014, *Evaluation of the Welsh-medium Education Strategy: Review of the Welsh-language Sabbatical Scheme for educational practitioners: participant experiences 2011-2012*¹¹ found a positive view

⁹ gov.wales/topics/educationandskills/publications/wagreviews/one-language-for-all/?lang=en

¹⁰ gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf

¹¹ gov.wales/statistics-and-research/welsh-medium-education-strategy/?skip=1&lang=en

of the Sabbatical Scheme among participants and stakeholders. Participants reported that their confidence in using their Welsh language skills had increased, and all those who contributed to the review had positive views about the quality and nature of the courses provided. The review also identified the need to plan and deliver the programme in a more strategic and targeted manner, and to address the post-course support provided for participants. However, the main message from all those who contributed to the review (participants, local authorities and senior managers) was that the Sabbatical Scheme is a valuable scheme and that there is a continuing need for such courses. It appears that this stems from a perception among senior managers, participants and local authority officers that a lack of Welsh language skills continues to be an issue requiring attention.

The supply of teachers for the Welsh-medium sector continues to be a cause for concern. The evaluation of the Welsh-medium Education Strategy found that there was no evidence to show that the strategy had made a significant contribution to the critical mass of the Welsh-medium education workforce. However, representatives of national education and teacher organisations that contributed to the evaluation acknowledged the importance of the financial incentives to support future teachers to teach through the medium of Welsh.

In 2015, Professor John Furlong presented his options for the future of initial teacher education (ITE) in Wales in *Teaching tomorrow's teachers: Options for the future of initial teacher training in Wales*¹². The changes to ITE provide an opportunity to review the current programmes and incentives which support the development of Welsh language and Welsh-medium teachers to ensure that we can build capacity in the teaching workforce for the future.

The new Professional Standards for Teaching and Leadership¹³, published in September 2017, acknowledge that all practitioners need to continually develop their Welsh language skills and that all education leaders consistently emphasise the promotion of Welsh culture and language within the ethos of the school and as they develop the school as a learning organisation.

The planning of Welsh-medium education, the teaching and learning of Welsh and through the medium of Welsh, and the development of the workforce made up the key strands of the Welsh-medium Education Strategy. However, the strategy also recognised that the development of Welsh in our education system would also need to be supported by the development of Welsh language teaching and learning resources, and all our learners need to recognise that the Welsh language extends beyond the classroom into the community and the workplace.

¹² gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-en.pdf

¹³ learning.gov.wales/resources/collections/professional-standards?lang=en

The *Evaluation of the Welsh-medium Education Strategy: Review of the Use and Quality of Resources Commissioned by the Welsh Government's Welsh in Education Unit*¹⁴ (2014) found that although our resources commissioning programme makes a valuable contribution, the limited range of resources in a number of areas remains problematic for headteachers and practitioners, and practitioners in the Welsh-medium sector still face an additional workload in preparing Welsh-medium resources to fill gaps.

Education and training alone cannot guarantee that speakers become fluent in Welsh, or choose to use the language in their everyday lives.

However, as noted in the evaluation of the Welsh-medium Education Strategy, it is clear that the education system has a key influence on young people's potential to use the Welsh language in their everyday lives. Over the past two years working with regional consortia, we have built on the Welsh Language Charter, developed by Gwynedd Council, and the Supporting Language Practices project to provide a whole-school approach to expanding children and young people's use of the language. With children and young people at the heart of process, schools develop their individual plans in partnership with the wider school community. This programme will provide a foundation for how we move forward to promote and support children and young people's use of the language.



¹⁴ gov.wales/docs/caecd/research/2014/140716-welsh-medium-education-strategy-review-use-quality-resources-en.pdf

It is important to celebrate the positive steps that have been taken over the past seven years to support the development of Welsh language and Welsh-medium education.

To summarise, some of the key developments since 2010 include:

- placing local authority WESPs on a statutory basis
- expanding the Welsh-language Sabbatical Scheme for practitioners to include school support staff and courses on various levels
- commissioning approximately 435 projects to develop quality-assured teaching and learning resources for 38 subject areas
- providing funding to local authorities and regional consortia to raise standards in the teaching and learning of Welsh and through the medium of Welsh
- supporting student teachers to raise their confidence and language skills to teach through the medium of Welsh and working with the Coleg Cymraeg Cenedlaethol to introduce the Welsh Language Skills Certificate
- undertaking research to gain a more in-depth understanding of how immersion education is delivered
- expanding our support to promote and increase children and young people's use of Welsh within the school and in social contexts through the Welsh Language Charter, developed by Gwynedd Council, and projects to support secondary schools, in partnership with the regional consortia and the Urdd.

We have learnt lessons along the way, and we will continue to ensure that our developments are based on evidence and lead to changes at all levels of the system as we move forward.

Vision

Our vision is to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life.

In order to achieve this vision, we must ensure that all learners benefit from a world-class curriculum and that they enjoy learning and teaching that inspires them to succeed in a strategically planned, effectively led, collaborative and innovative education community.

Guiding principles

In order to achieve the vision, we will require several phases of implementation to build sustainable provision for our future generations. The following principles are intended to foster a common understanding of the role of teaching and learning Welsh, and through the medium of Welsh, in all schools in Wales and provide a foundation for future policy developments.

1. Teaching and learning Welsh is recognised and valued as an integral component of Wales' education system from the early years through to post-compulsory provision.

Welsh was included in the national curriculum following the Education Reform Act 1988, and became a compulsory subject for all learners

in Wales in Key Stages 1, 2 and 3 in 1990. From September 1999 onwards Welsh became compulsory for all learners across Wales at Key Stage 4. This will not change and, in future, increasing value will be placed on Welsh as a subject and as a medium for teaching and learning. A new curriculum encompassing a framework for developing language skills along a continuum, greater teacher capacity and research into effective pedagogies will inform teaching and learning. Communication with parents and carers about the benefits of learning the language and how they can support their children will be essential.

2. Through the new curriculum all children and young people in Wales will be ambitious and capable learners who can communicate effectively in different forms and settings, and through digital platforms, using both Welsh and English.

In support of one of the four core purposes of the curriculum in Wales, the aim is to ensure that all learners have appropriate pathways for learning Welsh to enable them to become confident enough to use the language in everyday life. They will be given opportunities to use Welsh in the curriculum, beyond the classroom and on digital platforms so that they appreciate its usefulness to communication in a bilingual Wales.

3. Learning through the medium of Welsh can enhance Welsh language learning and enable children and young people to develop their confidence to use the language in a wide range of contexts.

Welsh-medium education provides opportunities for learners to develop their proficiency in Welsh, as well as in English. Facilitating the use of Welsh – both across the curriculum and in extracurricular activities – with planned linguistic progression through every phase of education from the early years, will offer opportunities for all children and young people to become more fully bilingual.

4. All practitioners and leaders are engaged in developing their Welsh language skills and also their wider understanding of the Welsh language in its historical and cultural context.

It is essential that all practitioners and leaders have the required skills and knowledge to develop our children and young people's appreciation of the Welsh language, its literature and history, and also its relevance to their everyday life in contemporary Wales and in future employment. Practitioners and leaders will have more opportunities to improve their own knowledge and understanding, and to share this with their learners.

5. Research into language acquisition, bilingualism and effective Welsh language teaching informs teaching and learning.

In future, curriculum planning and pedagogy will be more informed by research and evidence about effective language teaching and learning, including approaches to language immersion, and the role of bilingualism in supporting multiliteracy and learners' linguistic and cognitive development.

6. In developing their skills in Welsh and English, children and young people can acquire a foundation for learning additional languages, ready to be citizens of Wales and the world.

Enabling children and young people to develop their proficiency in Welsh and English can provide a basis for learning additional languages and for learning about other cultures. Including all languages under one Area of Learning and Experience (AoLE) within the new curriculum provides an opportunity to make connections between languages and enable learners to draw on all their linguistic resources to their maximum potential.





Roles

As outlined in *Education in Wales: Our national mission, Action plan 2017–21*, to deliver our reforms across the entire system we will need a bold commitment to collaboration. This will include Welsh Government, the teaching profession and the wider education workforce. Successful implementation will require effective and honest engagement between all facets of the education system. We are committed to providing the conditions to enable this to happen.

Welsh Government

- Develop a national policy for Welsh in education.
- Engage with all stakeholders to support workforce planning, capacity building and delivery.
- Ensure legislative basis for the teaching and learning of Welsh and planning of Welsh-medium school places.
- Work with stakeholders to increase research capacity and undertake a programme of research to provide a basis for the development of the language continuum and best practice in terms of effective pedagogy.
- Undertake communications activity to improve awareness of the value of the Welsh language as a lifelong skill, and the support available to schools and practitioners.
- Ensure that the development of Welsh in our education system is included as a central part of the new assessment and evaluation framework for system-wide development and improvement.
- Provide sufficient resources.

Regional consortia, local authorities, Estyn, Qualifications Wales, Education Workforce Council, awarding organisations and higher education

- Use their knowledge of schools and research to facilitate and support the sharing of best practice and resources, and to collaborate to improve the Welsh language skills of learners, within a self-improving school system.
- Long-term strategic planning of school places to increase the number of learners in Welsh-medium or bilingual education, including increasing the proportion of Welsh-medium teaching and learning in schools.
- Undertake regional workforce planning to develop the language skills of practitioners and their ability to teach Welsh or through the medium of Welsh and promote career opportunities in this sector.
- Provide opportunities for trainee teachers to develop their Welsh language skills as part of initial teacher education (ITE).

- Undertake a national and regional programme of professional learning to develop the Welsh language skills of practitioners and their expertise in teaching Welsh and through the medium of Welsh.
- Ensure sufficient capacity for the supply of leaders for the Welsh-medium sector.
- Ensure that all leaders are equipped with skills to strategically plan the development of Welsh.
- Work collaboratively to increase research capacity and undertake a programme of research to support the teaching and learning of Welsh and subjects through the medium of Welsh and bilingually.
- Share good practice in terms of effective pedagogy for teaching and learning Welsh and through the medium of Welsh.
- Develop new qualifications for assessing the Welsh language skills of learners along a continuum.

Schools, practitioners, governors and parents/carers

- Ensure that the Welsh language is at the heart of the school's ethos and strategic development in the school development plan.
- Deliver a new Welsh language curriculum which will enable all learners to become confident Welsh speakers.
- Continually strive to improve teaching and learning of Welsh and subjects through the medium of Welsh, on the basis of evidence about effective pedagogy and action research.
- Develop means of increasing Welsh-medium teaching and learning in schools.
- All practitioners continually strive to develop their own Welsh language skills in accordance with the Professional Standards for Teaching and Leadership.
- Ensure that all learners and parents/carers understand the value of the Welsh language as a means of enhancing a sense of Welsh identity and as a skill, and that learners have opportunities to use the language informally beyond the classroom setting.

Objectives and key actions

Curriculum, assessment and pedagogy

Developing a new curriculum that will inspire learners to learn and use the Welsh language is crucial to realising our vision for children and young people in Wales. We also need to ensure that they can measure their progress along the way to keep them motivated, and that the teaching and learning is based on teachers' understanding of the most effective language acquisition pedagogy.

We will work with key partners to ensure that all learners will:

- benefit from inspiring teaching and learning to become confident Welsh speakers able to use the language in everyday life and see the value of learning Welsh
- have access to an appropriate local curriculum within a clear national framework of expectation and support
- be able to measure their progress in developing their Welsh language skills along a continuum
- gain appropriate qualifications and recognition for their learning
- benefit from a range of teaching and learning resources which will facilitate their learning in Welsh and English

- develop their understanding of bilingualism and of the Welsh language in its historical and cultural context.

So far, we have:

- established the Languages, Literacy and Communication Area of Learning and Experience group in partnership with regional consortia, which comprises pioneer schools and key stakeholders to develop the new curriculum
- commissioned research to enhance our understanding of approaches and methods in language learning, and research to understand how immersion provision is currently being delivered across Wales, and how this provision can be planned for the future
- worked with Qualifications Wales to develop our thinking around future qualifications for the Welsh language
- held a summit with key stakeholders to consider how to ensure that teaching and learning resources will be available in both English and Welsh at the same time to support the new curriculum.

To action our plan, we will do the following.

<ul style="list-style-type: none"> Develop the Languages, Literacy and Communications Area of Learning and Experience (AoLE) to include one continuum of teaching and learning for languages, including Welsh. 	<p>Available for feedback by April 2019</p> <hr/> <p>Final curriculum available by January 2020</p>
<ul style="list-style-type: none"> Develop clear progression pathways along the languages continuum from the early years through to statutory and post-compulsory education and training to facilitate progression. 	<p>Available by April 2019</p>
<ul style="list-style-type: none"> Improve our understanding of methods to assess language learning and of language qualifications, in order to inform the development of a suite of Welsh language qualifications. 	<p>Research completed by 2020</p> <hr/> <p>New qualifications to be developed from 2020</p>
<ul style="list-style-type: none"> Ensure that teaching and learning resources to support the curriculum are available in Welsh and English at the same time. 	<p>To be developed as curriculum becomes available from April 2019</p>
<ul style="list-style-type: none"> Work with Qualifications Wales, awarding organisations and publishers to ensure that Welsh-medium resources are available to support the introduction and delivery of new qualifications. 	<p>Continuous 2017–21</p>
<ul style="list-style-type: none"> Ensure a sound research base around effective pedagogy for the teaching and learning of Welsh and through the medium of Welsh. 	<p>Continuous 2017–21</p> <hr/> <p>Initial focus on research to inform language teaching approaches and methods (2017–18) and language immersion (2017–19)</p>
<ul style="list-style-type: none"> Ensure that all Areas of Learning and Experience (AoLEs) include the Welsh dimension to provide learners with the opportunity to develop their understanding of Wales and the Welsh language and its relevance to their everyday life in contemporary Wales. 	<p>Final curriculum available from January 2020</p>

Enrichment and experiences in Welsh

We acknowledge that education alone cannot create confident Welsh speakers. Children and young people need opportunities to use the Welsh language in a number of contexts to enrich their learning and their awareness of Welsh as an everyday language. In *Successful Futures*, Professor Donaldson emphasises the importance of educational experiences as an integral part of the curriculum, to broaden children and young people's horizons, stimulate their imaginations and promote enjoyment in learning. The Cymraeg 2050 Strategy also emphasises the importance of embedding language use practices from an early age as a relevant part of everyday life.

In order to increase opportunities for children and young people to use their Welsh in various contexts and embed their language use patterns from an early age, we will:

- address the recommendation in *Successful Futures* to establish systematic links between schools and outside agencies that can support teaching, learning and the provision of resources in Welsh
- continue to work with regional consortia and schools to develop a whole-school approach to planning and delivering opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity
- work with the Arts Council of Wales on creative learning projects, including the Lead Creative Schools Scheme, providing opportunities to develop innovative and bespoke provision that links to the Welsh language
- deliver a programme of training to practitioners to equip them with the skills to discuss language use and nurture positive attitudes towards the language.

So far, we have:

- introduced the Welsh Language Charter in all Welsh-medium primary schools in Wales as a means of strategically planning to develop children and young people's use of the language
- supported the adaptation of the Welsh Language Charter for English-medium primary schools (Cymraeg Campus)
- published a toolkit for Welsh-medium secondary schools to use to embed young people's language use practices
- supported English-medium secondary schools to provide informal opportunities to use the language and intensive Welsh language learning opportunities through the Urdd
- worked with the Arts Council of Wales to support a range of projects focused on using creative approaches in the Welsh language and how this can impact on developing learners' interest and achievement in reading.

To action our plan, we will do the following.

<ul style="list-style-type: none"> • Build on the Welsh Language Charter and the Language Use Toolkit to develop a national framework for all school settings to provide a whole-school basis for planning and delivering opportunities to increase learners’ wider use of Welsh and to embed language use practices. 	<p>Draft framework available by April 2018</p> <p>Framework to be introduced in schools from September 2018</p>
<ul style="list-style-type: none"> • Engage stakeholders to work with schools to provide opportunities for learners to enrich their experience of learning Welsh outside school settings. 	<p>To be planned and delivered as part of roll-out of national framework</p>
<ul style="list-style-type: none"> • Develop a programme of training for practitioners to enable them to discuss language use and nurture positive attitudes towards the language with learners of all ages. 	<p>From April 2018</p>
<ul style="list-style-type: none"> • Commission research to understand children and young people’s attitudes towards the Welsh language as a basis for the continued development of the Welsh Language Charter. 	<p>From April 2018</p>



Workforce planning, professional learning and leadership

Our new curriculum cannot be delivered without a well-supported, aspirational education workforce. We will support leaders and practitioners in Wales to be lifelong professional learners that continue to develop their Welsh language skills and have the knowledge and expertise to deliver the curriculum through the medium of Welsh and Welsh as a subject. We will also equip the workforce to develop our children and young people's appreciation of the Welsh language, its literature and history, and also its relevance to their everyday life in contemporary Wales.

We will work with key partners to:

- ensure that we have a clear understanding of the workforce's Welsh language skills and, where relevant, their ability to teach Welsh and through the medium of Welsh to inform workforce planning, based on robust data
- enable all practitioners, including supply teachers, to continually develop their Welsh language skills in accordance with the expectation in the new professional standards
- provide professional learning opportunities to develop effective teaching and learning of Welsh and subjects through the medium of Welsh, based on evidence and best practice
- ensure that the Welsh language is an integral part of wider government plans to develop the future education workforce through initial teacher education (ITE) and training for support staff
- develop sufficient supply of leaders for the Welsh-medium sector
- ensure that all education leaders consistently emphasise the promotion of Welsh culture and language within the ethos of the school and as they develop the school as a learning organisation
- ensure that workforce development and professional learning is available in Welsh and informed by evidence.

So far, we have:

- collected information about the Welsh language skills of practitioners through the Education Workforce Council (EWC) survey and PLASC (Pupil Level Annual School Census) to inform our workforce planning
- introduced new Professional Standards for Teaching and Leadership which set out the expectation for practitioners to develop their knowledge and use of Welsh, as well as extending learners' skills and competence in Welsh
- published formal leadership standards (for adoption by school leaders by September 2018) which identify a responsibility to act as a role model by promoting and extending Welsh language and culture across the school

- worked in collaboration with the Organisation for Economic Co-operation and Development (OECD) to participate in an international research project focused on 'Developing Schools as Learning Organisations', building on successful models of professional development; this will support the move towards a national network of learning organisations
- expanded the Welsh language Sabbatical Scheme to provide opportunities for practitioners across Wales to access intensive Welsh language training
- commissioned an evaluation of Welsh language support programmes within ITE to inform new provision from September 2019
- allocated funding to undertake a campaign to attract more prospective teachers to teach Welsh and subjects through the medium of Welsh.



To action our plan, we will do the following.

<ul style="list-style-type: none"> • Work with regional consortia and the EWC, using all available data sources, to develop a full picture of practitioners' Welsh language skills and ability to teach through the medium of Welsh. 	By April 2018
<ul style="list-style-type: none"> • Include questions about practitioners' Welsh language skills and ability to teach and work through the medium of Welsh in the school workforce data collection from 2019 onwards, in accordance with regulations. 	Collection to start academic year 2019/20
<ul style="list-style-type: none"> • Develop workforce planning for increasing Welsh language and Welsh-medium teachers and support staff by 2021 to include the role of ITE, Graduate Teacher Programme, incentives, supply teachers and professional learning. 	By April 2018
<ul style="list-style-type: none"> • Work with schools, regional consortia and higher education to ensure that we increase the number of learners studying Welsh and subjects through the medium of Welsh at A level to ensure a sufficient supply of future teachers for the Welsh-medium sector. 	To be implemented from September 2018
<ul style="list-style-type: none"> • Ensure that future ITE programmes foster student teachers' appreciation of the Welsh language and provide opportunities for them to develop their proficiency in Welsh and expertise to teach through the medium of Welsh as part of their initial training. 	From September 2019

<ul style="list-style-type: none"> • Work with regional consortia to develop and deliver a programme of professional learning, including the Welsh language Sabbatical Scheme, to ensure that teachers, supply teachers and support staff have the Welsh language skills and expertise in Welsh-language and Welsh-medium teaching. 	From April 2018
<ul style="list-style-type: none"> • Evaluate the impact of the Welsh language Sabbatical Scheme. 	To start by April 2018
<ul style="list-style-type: none"> • Work with the National Academy for Educational Leadership and regional consortia to equip leaders with skills to strategically plan the development of Welsh within a culture of schools as learning organisations. 	<p>Establish National Academy for Educational Leadership spring 2018</p> <hr/> <p>Development of Welsh to be integral part of endorsed leadership provision from September 2018 onwards</p>
<ul style="list-style-type: none"> • Work with the National Academy for Educational Leadership, regional consortia and local authorities to ensure sufficient supply of future Welsh-medium leaders and to target resources effectively. 	A revised National Professional Qualification for Headship (NPQH) which aligns to the new leadership standards will be available from September 2018
<ul style="list-style-type: none"> • Work with practitioners and stakeholders to develop professional standards for supporting teaching that are aligned with the Professional Standards for Teaching and Leadership in terms of Welsh language expectations. 	Professional standards for supporting teaching in place by September 2018

Planning Welsh-medium education

Changes to the curriculum alone will not create our future Welsh speakers. One of the key transformational changes in *Cymraeg 2050: A million Welsh speakers* is to increase the number of learners in Welsh-medium settings. Planning for this increase needs to be done in parallel with the planning for the introduction of the new Welsh language curriculum. We need to consider how the journey that children and young people take along the languages continuum can be supported by using more Welsh as a medium of teaching. Local authorities' Welsh education fora will continue to be key to the cohesive approach of planning Welsh-medium education and all stakeholders who have a role in educating our young people need to engage and be a part of this journey.

We will work with key partners to:

- review the legislation underpinning the strategic planning of Welsh-medium education through WESPs
 - review and facilitate the process for increasing the proportion of Welsh-medium teaching and learning in schools and consider how technology can be used to this end
 - ensure effective use of the 21st Century Schools and Education Capital Programme as a means of increasing capacity in Welsh-medium settings
 - consolidate and expand opportunities for learners to access Welsh-medium education, whether in the primary or secondary sector, through immersion or late immersion provision.
- So far, we have:
- published an independent review of local authorities' WESPs
 - strengthened the partnership between Welsh Government and local authorities with a dedicated team tasked to support local authorities to amend, support and challenge the WESPs
 - supported the further development of the local Welsh in education fora by highlighting their pivotal role in cohesive planning
 - encouraged local authorities to align their capital investment plans for expanding Welsh-medium school places with their WESP as they develop their 21st Century Schools and Education Capital Programme proposals.

To action our plan, we will do the following.

<ul style="list-style-type: none"> • Establish an independent board to advise on changes to Welsh-medium education planning processes. 	January 2018
<ul style="list-style-type: none"> • Review the current legislation that underpins the regulations and guidance for the WESPs. 	Spring 2018
<ul style="list-style-type: none"> • Consider options to develop alternative models of delivering Welsh-medium provision, including through online, distance or digital learning models. 	Spring 2018
<ul style="list-style-type: none"> • Review the process for increasing the proportion of Welsh-medium teaching and learning in schools. 	By spring 2019
<ul style="list-style-type: none"> • Review the definitions and categories of schools in Wales according to the language which is used as the medium of instruction. 	By spring 2019
<ul style="list-style-type: none"> • Ensure that 21st Century Schools and Education Capital Programme proposals include opportunities to increase Welsh-medium school places. 	Continuous 2017–21
<ul style="list-style-type: none"> • Increase opportunities for learners to access Welsh-medium education through specific provision. 	Continuous 2017–21



Excellence, equity and well-being

We must ensure that all learners can have equal access to Welsh-medium education and experience the best opportunities to develop their language skills. As stated in *Education in Wales: Our national mission, Action plan 2017–21*, equity requires that we ensure that the system, at school, local and national level takes account of and responds to the unique challenges that present themselves to individuals or groups of learners.

Working with local authorities, health boards, regional consortia and a range of stakeholders we must:

- ensure that the Welsh language is considered at the forefront of planning and delivery of services to support our learners with additional learning needs (ALN)
 - ensure that practitioners and the wider education workforce have access to Welsh language support and resources to help both our most vulnerable and our most talented learners to reach their potential
 - ensure that Welsh language development and provision is considered in the planning and delivery of youth work provision, be that open access or targeted, so learners have access to opportunities for utilising and developing Welsh language skills beyond the school gate.
- So far, we have:
- required local authorities to plan their provision of ALN support as part of their WESPs
 - commissioned Welsh language teaching and learning resources to support our learners with ALN
 - included proposals in the Additional Learning Needs and Education Tribunal (Wales) Bill to strengthen the delivery of Welsh language support in the future, moving towards a system with parity between services in Welsh and in English
 - commissioned research to inform planning for the workforce which supports our learners with ALN, and includes the availability of Welsh language support
 - recognised the contribution of youth work provision to the development of the Welsh language through our National Youth Work Strategy.

To action our plan, we will do the following.

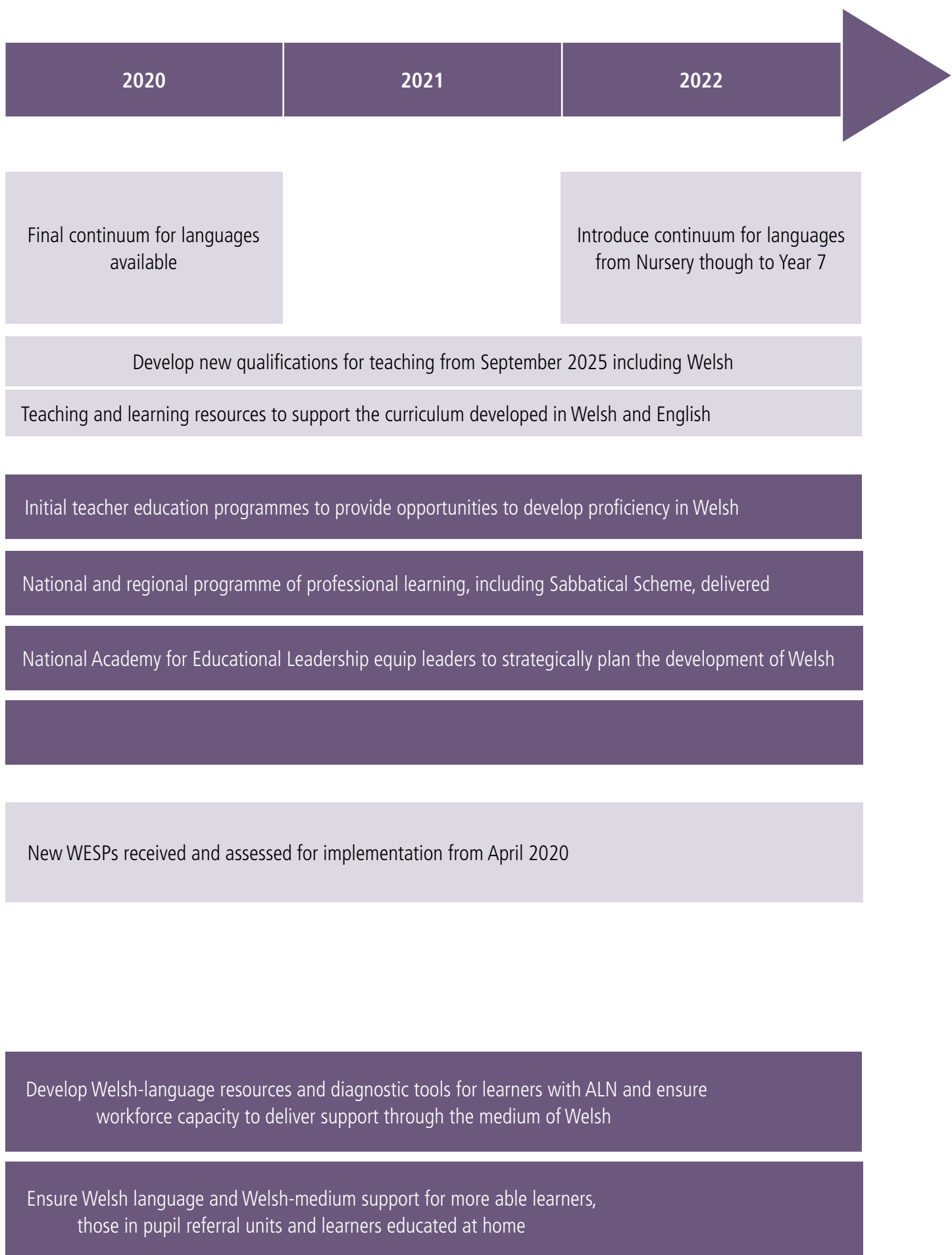
<ul style="list-style-type: none"> • Develop and deliver support for our more able learners and those from pupil referral units through the medium of Welsh, English and bilingually. 	Spring 2018
<ul style="list-style-type: none"> • Establish an independently chaired National Youth Support Services Board to provide strategic advice on the way forward for youth support services in Wales, including through the medium of Welsh. 	Spring 2018
<ul style="list-style-type: none"> • Work with the National Centre for Learning Welsh to develop opportunities for parents/carers who choose to educate their children at home to learn Welsh. 	September 2018
<ul style="list-style-type: none"> • Work with partners to understand what resources are available and are being used to support learners with ALN in the classroom, and commission research to identify the need for Welsh language screening, assessment and diagnostic tools. 	Mapping of resources by end of 2018
<ul style="list-style-type: none"> • Subject to the National Assembly for Wales passing the Additional Learning Needs and Education Tribunal (Wales) Bill, work with partners to implement the new ALN system, including by developing a new ALN Code, ensuring the Welsh language aspects are clear and fully integrated. 	From 2018
<ul style="list-style-type: none"> • Through the ALN transformation leads, identify opportunities to support the development of regional strategic planning to increase capacity in relation to ALN provision, including sufficient Welsh-medium provision. 	Continuous 2017–21





Welsh in education timeline

	2017	2018	2019
Curriculum, assessment and pedagogy	Languages, Literacy and Communication Area of Learning and Experience to develop continuum for languages, to include Welsh		Continuum for languages available for feedback
	Develop research base around effective pedagogy for the teaching and learning of Welsh and through the medium of Welsh		
Enrichment and experiences in Welsh		Welsh Language Charter introduced in all schools	
Workforce planning, professional learning and leadership	Workforce planning for Welsh language and Welsh-medium practitioners		
	Improve recruitment of Welsh language and Welsh-medium practitioners and supply of Welsh-medium leaders		
Planning Welsh-medium education	Establish independent board to advise on changes to WESPs	Review changes to legislation that underpins WESPs	
		Review definitions and categories of schools according to medium of instruction	
Excellence, equity and well-being		Review resources available to support learners with ALN	



Communication and engagement

Underpinning all our objectives will be a comprehensive communication and engagement plan to ensure that all stakeholders are included in the development of Welsh in education. The aim is to engage stakeholders, parents/carers and learners to be a part of this exciting journey for Welsh language and Welsh-medium education in Wales.

We aim to support parents/carers when choosing Welsh-medium education for their child and to inspire young people to continue to study through the medium of Welsh, by showcasing opportunities to use the language at work and as part of everyday life. We will develop our activities to ensure that learners, no matter where they are on the Welsh language learning journey, understand why the language is an important part of our education system.

This is an exciting time for education in Wales and the future of the Welsh language, and we will showcase this through our campaigns and engagement ensuring that people with experience of learning the language are at the heart of our communications.

Planning

By July 2018, we will commission audience insight and mapping exercises. We will engage with stakeholders, the education workforce, parents/carers, learners and the wider public. This will shape the messages and communications activity as part of one coherent plan.

Implementation

From September 2018, we will begin to implement the communication and engagement plan, which will include a number of strands and specific campaigns that will aim to:

- raise awareness of Welsh-medium and Welsh language education
- provide information to parents/carers on how they can support their children and on opportunities for them to learn Welsh
- recruit more prospective teachers to the Welsh-medium sector
- increase the number of learners continuing to study Welsh as a subject
- engage learners and parents/carers in the changes to the Welsh language curriculum
- raise awareness of Welsh language teaching and learning resources
- raise awareness of opportunities to use the language in everyday contexts, including across digital platforms and in future employment.



Evaluation and accountability framework for improvement

As outlined in *Education in Wales: Our national mission, Action plan 2017–21*, we will establish a constructive and robust evaluation and accountability framework, which supports the realisation of the four purposes of the new curriculum. We will use this framework to assess and evaluate the success of the Welsh in education action plan across the system, encouraging all partners to play their full part in delivering the best for our learners and teachers in all settings.

To evaluate progress in this area we will:

- gather evidence across all three tiers of planning for improvement of Welsh in education through agreed measures
- monitor how schools and partners within the Welsh in education context collaborate
- review how evidence is being used to support effective Welsh language and Welsh-medium teaching and learning
- continue to be open to external advice and international best practice across the whole system within the Welsh in education context.

The successful delivery of this action plan will lead to a number of positive outcomes for learners and will ensure a coherent education system which has the capacity to continue to develop in the longer term.

Confidence of young people, parents/carers and the education community

- Confident young Welsh speakers who:
 - can use the language in varying forms and contexts and have a firm understanding of Wales, its literature, culture and history
 - have greater awareness of the value of learning Welsh, an appreciation of bilingualism and the broader advantages that can be gained from learning languages, particularly in the areas of multiliteracy and cognitive development
 - enjoy learning Welsh in the classroom and using Welsh beyond the classroom
 - have a range of bilingual resources to support their learning and are able to achieve appropriate qualifications and recognition for their progress in learning Welsh.

- Parents/carers and an education community who:
 - understand the value of learning Welsh and bilingualism, and the importance of Welsh as a skill and as a basis for broadening cultural and linguistic horizons
 - feel supported by the system in the context of bilingual resources to support their children’s learning in all settings.

Capacity in the system

- Data on Welsh language skills of the workforce and ability to teach Welsh and through the medium of Welsh is used to inform workforce planning to increase capacity.
- Professional learning and collaboration opportunities are available for the entire workforce to ensure that they can continually develop their skills.
- There are sufficient numbers of teachers to teach Welsh and through the medium of Welsh and in specialist ALN roles.
- Leaders are strategically planning to develop Welsh across the school, including the skills of the workforce and ensuring a central focus to promoting a positive ethos for the language, culture and the value of bilingualism in the context of the four core purposes.
- Teachers are reflecting on and developing their Welsh language skills and basing their teaching on effective pedagogy.
- Good use is made of evidence and research across the system to ensure effective teaching and planning.
- Local authorities are planning effectively for Welsh-medium school places.

Coherence in the system

- Clear role for schools as learning organisations in developing and improving the place of Welsh as a subject and medium of teaching in a collaborative school system.
- Clear roles for regional consortia, local authorities and Welsh Government in a self-improving system to develop and improve the teaching and learning of Welsh and strategic planning in the context of Welsh in education.
- Clear link to the Cymraeg 2050 Strategy, as we work coherently across the system towards achieving a million speakers by 2050.
- A common narrative is used around the benefits and importance of enabling all learners to become increasingly bilingual.

Targets and indicators

Overall target: 1 million Welsh speakers by 2050

	2011 >	2017 >	2021 >
Trajectory: Number of Welsh speakers	562,000	570,000	600,000

How will the education system contribute to the overall target?

	2017 >	2021 >
Increase the proportion of learners who leave school able to speak Welsh		New curriculum introduced from 2022
Increase the proportion of learners in Welsh-medium education	7,700* (22%) *2015/16 data	8,400 (24%)
	Based on seven-year-olds assessed in Welsh first language.	

	2017 >	2021 >
Increase the number of:		
Primary teachers who teach in Welsh	2,900*	3,100
Secondary teachers who teach Welsh as a subject	500	600
Secondary teachers who teach subjects through the medium of Welsh	1,800 *2015/16 data	2,200

2026	2031	2036	2041	2046	2050
630,000	680,000	750,000	830,000	920,000	1,000,000

2026	2031	2036	2041	2046	2050
	First cohort finish new curriculum where 55% of all learners at the end of statutory education are able to speak Welsh (around 19,000 learners annually)				70% of all learners at the end of statutory education are able to speak Welsh (around 25,000)
	Gradual increase towards 70% in 2050				
8,400 (24%)	About 10,500 in each year group (30%)				About 14,000 in each year group (40%)
	Gradual increase towards 40% in 2050				
The targets are based on the assumption that the number of children in each year group will remain broadly constant at around 35,000 during this period.					

2026	2031	2036	2041	2046	2050
3,100			3,900		5,200
600			900		1,200
2,200			3,200		4,200

The Cymraeg 2050 Strategy sets ambitious targets for reaching a million Welsh speakers by 2050. The table on pages 40 and 41 sets out how the education system will contribute to the overall aim, and includes targets for the number of learners in Welsh-medium education and the number of teachers required to teach Welsh as a subject and through the medium of Welsh.

In order to monitor the implementation of this action plan, we will also use a series of indicators.

Indicator 1: More seven- year-old learners being taught through the medium of Welsh

Percentage of Year 2 learners assessed in Welsh (first language)

2016/17 baseline	2021 target
22.4%	24.0%

Note: Based on the national data collection of teacher assessments.

Between 2017 and 2021, it is envisaged that the current pattern in terms of the percentage of learners in Welsh-medium education will remain fairly constant as the learners are already in the system. However, during the lifetime of this plan, we will expect local authorities to develop their plans on how they will increase the percentage in order to meet the target for 2031.

Indicator 2: More learners continuing to improve their language skills on transfer from primary to secondary school

Percentage of Year 9 learners assessed in Welsh (first language)

2016/17 baseline	2021 target
17.9%	21.0%

Note: Based on the national data collection of teacher assessments.

As with indicator 1, between 2017 and 2021, the percentage of Year 9 learners assessed in Welsh (first language) is not likely to increase substantially as the learners who will be in Year 9 in 2021 are already in Year 5. However, we will expect local authorities to continue to improve linguistic progression between primary and secondary to ensure that all our learners continue to develop their language skills on transition to secondary education, and that the number of learners who are able to change and follow the Welsh (second language) track at Key Stage 3 is reduced. As part of the new curriculum, a new continuum for languages will be developed, to include Welsh, and all learners will follow the same pathway for learning Welsh. Therefore, schools will have to ensure that learners continue to develop their Welsh language skills as they progress.

Indicator 3: More learners studying for qualifications through the medium of Welsh	
Percentage of learners entered for GCSE First Language Welsh entered for at least two further Level 1/2 qualifications through the medium of Welsh	
2015/16 baseline 82.8%	2021 target 86.0%
Percentage of learners entered for GCSE First Language Welsh entered for at least five further Level 1/2 qualifications through the medium of Welsh	
2015/16 baseline 57.6%	2021 target 65.0%

Note: Based on WJEC data. Excludes Welsh literature; applied GCSEs and double science count as two subjects; short courses count as one subject.

Welsh-medium education provides opportunities for learners to develop their proficiency in Welsh, as well as in English, and facilitating the use of Welsh across the curriculum can offer opportunities for learners to become more fully bilingual.

Indicator 4: More students with higher level Welsh-language skills	
Total A level Welsh First Language entries as a percentage of GCSE First Language Welsh entries two years earlier	
2015/16 baseline 4.9%	2021 target 6.0%
Total A level Welsh Second Language entries as a percentage of GCSE Welsh Second Language entries two years earlier	
2015/16 baseline 1.3%	2021 target 3.0%

Note: Based on WJEC data.

The successful implementation of this action plan depends on a sufficient supply of university graduates in Welsh, from a pool of learners who have studied A level Welsh. The aim in relation to this indicator is therefore to halt and eventually reverse the downward trend in the number of learners studying A level Welsh seen in recent years.

Indicator 5: More teachers able to teach Welsh as a subject and through the medium of Welsh	
Number of primary teachers who teach through the medium of Welsh	
2015/16 baseline 2,900	2021 target 3,100
Number of secondary teachers who teach Welsh as a subject	
2015/16 baseline 500	2021 target 600
Secondary teachers who teach subjects through the medium of Welsh	
2015/16 baseline 1,800	2021 target 2,200

Note: Based on data from the Pupil Level Annual School Census (PLASC).

If we are to increase the number of learners studying through the medium of Welsh, we need to ensure a sufficient supply of teachers able to teach Welsh and through the medium of Welsh. Current data on the number of students who qualify to teach following successful completion of ITE is as follows.

	2015/16	
	Number	%
Primary ITE qualifiers able to teach bilingually/through the medium of Welsh	145	23
Secondary ITE qualifiers able to teach Welsh	25	5
Secondary ITE qualifiers able to teach bilingually/through the medium of Welsh	55	15

Source: HESA Student Record.

However, ITE is not the only means of ensuring a sufficient supply of teachers. In 2017/18, there are twenty graduate teacher placements in Welsh-medium schools. We will work with our partners to ensure that this route continues to generate teachers for the Welsh-medium sector and to upskill our current workforce to enable them to teach through the medium of Welsh in the future.

Next steps



As previously outlined, this is a long-term agenda which requires careful planning to ensure sustainable delivery. We will provide the overall leadership for developments, but we will also require all our partners to work collaboratively with us as we move forward to deliver these essential important reforms.

Therefore, we will establish a working group of experts from the sector, consult with our key stakeholders, and will continually monitor and evaluate and consider international best practice as we move forward to implementation.

There are challenges ahead but over the next four years our main aim is to ensure that the required leadership, capacity and infrastructure to deliver the changes are embedded in order to move forward with this important work for our future generations.