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# Welsh in education workforce plan

## Welsh in education workforce plan

### Audience

Bodies involved or interested in the Welsh-medium education workforce and developing the Welsh language skills of education practitioners, including: schools, initial teacher education (ITE) partnerships, teaching unions, regional consortia and partnerships, local authorities, Estyn, Education Workforce Council (EWC), National Academy for Educational Leadership (NAEL), Coleg Cymraeg Cenedlaethol, Welsh Language Sabbatical Scheme providers, CYDAG, university departments of Welsh, Mudiad Meithrin, Welsh Language Commissioner and others with an interest.

### Overview

This plan sets out the steps the Welsh Government, along with its partners, will take over the next 10 years to increase the number of teachers and support workers able to work through the medium of Welsh and teach Welsh. The plan also includes actions to support the development of the Welsh language skills and expertise of the existing workforce. It also includes actions to develop leadership capacity in the Welsh-medium sector and support for leaders to develop Welsh language and culture within their schools.

### Action required

The roles and responsibilities of those involved in implementing the plan is included.

### Further information

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### Additional copies

This document can be accessed from the Welsh Government's website at <https://gov.wales/education-skills>

### Related documents

'Welsh in education workforce plan: data analysis'

'Welsh in education workforce plan: summary of Welsh in education strategic plans'

## **Contents**

<b>Ministerial foreword</b>	<b>2</b>
<b>Introduction</b>	<b>3</b>
<b>Vision</b>	<b>6</b>
<b>Objectives and key actions</b>	<b>8</b>
Aim 1: Increase the number of teachers able to teach Welsh as a subject and other subjects through the medium of Welsh	8
Aim 2: Increase the number of practitioners able to work through the medium of Welsh who are supporting learners	21
Aim 3: Develop all practitioners' Welsh language skills and expertise to teach Welsh and through the medium of Welsh	28
Aim 4: Develop leadership capacity for Welsh-medium schools and equip all leaders with skills to strategically plan the development of Welsh within a culture of schools as learning organisations	36
<b>Roles and responsibilities</b>	<b>39</b>
<b>Monitoring</b>	<b>42</b>
<b>Annex 1: Journey to becoming a teacher and stakeholders involved</b>	<b>43</b>
<b>Annex 2: Welsh language professional learning for education practitioners</b>	<b>45</b>

## **Ministerial foreword**

I am very pleased to be able to publish this 10-year plan on how we will take steps with our partners to develop the Welsh language workforce in our schools.

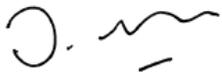
Our ambition for a million Welsh speakers by 2050 demands far-reaching changes and actions to be taken. Our new curriculum puts the Welsh language at the heart of learning in Wales but if we are to create a nation where people speak and use the language as part of their everyday lives, increasing the number of learners in Welsh-medium schools is vital. For us to do that we need a strong and skilled workforce.

We have already laid solid foundations. However, while we have excellent teachers and support staff in our Welsh-medium schools, it can be a challenge for schools to recruit the staff they need. We need to take steps to solve these issues in the short term, while also developing more sustainable ways to significantly increase our workforce over the next 10 years to enable local authorities to deliver on their Welsh in education strategic plans. This requires radical and innovative solutions; we cannot deliver this alone.

We also need to continue our efforts to develop the Welsh language skills of our education workforce and to ensure that our leaders are equipped with the knowledge and skills to strategically plan and develop the Welsh language within our schools.

We have engaged extensively with key partners and stakeholders both to fully understand the issues and to develop the solutions that we need. I would like to thank everyone who contributed to the development of this plan and especially to the Task and Finish Group who have worked with us to suggest, develop and refine the actions.

There is a lot to do. We want to continue to attract and support the best teachers, assistants and leaders for our schools. I have been overwhelmed by the enormous amount of dedication, enthusiasm and commitment among our partners and I am confident that together we will be able to deliver on the actions set out in the plan for our future generations.



**Jeremy Miles MS**  
**Minister for Education and Welsh language**

## Introduction

The purpose of this 10-year plan is to set out the actions that we will take in partnership with a range of organisations and stakeholders to increase the number of teachers able to teach Welsh as a subject or through the medium of Welsh, to develop the Welsh language skills of our education workforce and to ensure that our leaders are equipped with the knowledge and skills to strategically plan and develop the Welsh language within our schools. Our vision for a thriving Welsh language along with the introduction of Curriculum for Wales requires a skilled Welsh workforce.

The education system plays a vital role in increasing the number of Welsh speakers, by increasing the number of learners in Welsh-medium or bilingual education and also by ensuring that every learner in Wales has the opportunity to develop their skills in Welsh sufficiently to use in all aspects of life. We have already laid solid foundations since the publication of our first 'Welsh-medium Education Strategy' in 2010 and the 'Welsh in education: Action plan 2017–21' in 2017. The next step of the journey is to embed some of our key policies and ensure that different parts of the system work together to achieve our aims.

Since the publication of the 'Welsh in education: Action plan 2017–21' in 2017 several reports and key documents have been published which have been used to inform this plan. These include:

- [‘Evaluation of Welsh-Medium Provision in Initial Teacher Education’](#), 2018
- [‘Improving the Planning of Welsh-Medium Education’](#), 2019
- [‘The Welsh language and the statutory education workforce in Wales’](#), [briefing note](#), 2020
- [‘Evaluation of the Welsh Language Sabbatical Scheme for education practitioners’](#), 2021
- [‘A rapid review of the National Centre for Learning Welsh’](#), 2021
- a report prepared by CYDAG for the Education Workforce Council (EWC), 2021
- Estyn inspection and thematic reports
- a range of data and analysis.

Our aims, in the delivery of this plan are to:

- increase the number of teachers able to teach Welsh as a subject and other subjects through the medium of Welsh
- increase the number of practitioners able to work through the medium of Welsh who are supporting learners
- develop all practitioners’ Welsh language skills and expertise to teach Welsh and through the medium of Welsh

- develop leadership capacity for Welsh-medium schools and equip all leaders with the skills to strategically plan the development of Welsh within a culture of schools as learning organisations.

The challenges facing us in our drive to increase the number of Welsh-medium teachers are particularly complex. Ensuring a sufficient supply of Welsh-speaking teachers is key to the success of the Welsh Government's Cymraeg 2050. The picture in primary education is mixed, with some areas of Wales struggling to recruit teachers and other areas seeing a better supply. However, the situation in secondary education is much more challenging with decreasing numbers entering initial teacher education training to teach secondary through the medium of Welsh. Wales is not the only nation to see a decline in the number of people choosing teaching as a career. There has been a decline worldwide, especially in secondary education. While the situation in primary education requires careful monitoring over the coming years, given the significant challenges in secondary education this plan focuses mainly on actions in relation to that sector.

More teachers with Welsh language skills are also needed in English-medium schools, both to teach Welsh as a subject in secondary schools and to support the teaching of Welsh as part of Curriculum for Wales.

We do not underestimate the challenges ahead and the Welsh Government cannot deliver on these aims alone. We have worked together with our partners and stakeholders in the development of this plan and we must all now play a part in its delivery.

The plan is accompanied by 2 separate documents. The data analysis document provides a range of data on the education workforce from a number of sources. This data has been used to inform the actions in the plan. Our intention is to update this analysis at timely intervals in order to use the most recent data as we monitor and refine the actions in this long-term plan. The second document is a summary of the local authority Welsh in education strategic plans (WESPs) for the next 10 years. The local authorities have set out their intention to increase Welsh-medium provision in their areas in order to meet the Cymraeg 2050 targets, and the document provides a brief summary of how local authority plans will impact on teacher capacity. We will also update this document at timely intervals as local authorities progress to deliver their WESPs.

While this plan focuses solely on the development of the school workforce, it will be delivered alongside and in conjunction with several other key policies, including:

- implementation of the Curriculum for Wales
- developments in professional learning for practitioners, including early career teachers and teaching assistants
- delivery of local authority WESPs

- development of Welsh-medium early years provision
- our commitment to develop a sustainable model for supply teaching that has fair work at its heart
- implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- language transmission within the family
- Welsh-medium post-16 education and training.

## 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 develop a high-quality education workforce to 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.

We require several phases of implementation to build sustainable provision for our future generations. We published a number of guiding principles in 'Welsh in education: Action plan 2017–21' to foster a common understanding of the role of learning and teaching Welsh, and through the medium of Welsh, in all schools in Wales and to provide a foundation for future policy developments. The guiding principles continue to provide a foundation for this plan.

- Learning and teaching Welsh is recognised and valued as an integral component of Wales' education system, from the early years through to post-compulsory provision.
- 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.
- 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.
- 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.
- Research into language acquisition, bilingualism and effective Welsh language teaching informs learning and teaching.
- 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.

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 bilingual. In order to continue to increase the number of learners in Welsh-medium education, we must ensure a sufficient workforce. This forms one of the key aims of this plan.

In support of one of the core four purposes of the Curriculum for 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.

It is therefore 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. Through the delivery of this plan, practitioners and leaders will have more opportunities to improve their own knowledge and understanding, and to share this with their learners.

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.

## Objectives and key actions

This section outlines the objectives and key actions that fall under each of the 4 overarching aims of the plan to:

- increase the number of teachers able to teach Welsh as a subject and other subjects through the medium of Welsh
- increase the number of practitioners able to work through the medium of Welsh who are supporting learners
- develop all practitioners' Welsh language skills and expertise to teach Welsh and through the medium of Welsh
- develop leadership capacity for Welsh-medium schools and equip all leaders with the skills to strategically plan the development of Welsh within a culture of schools as learning organisations.

### **Aim 1: Increase the number of teachers able to teach Welsh as a subject and other subjects through the medium of Welsh**

There is no doubt that we do not have enough people choosing to become teachers in the Welsh-medium sector. While the picture is more positive in primary education, we know that secondary schools have difficulties recruiting teachers, particularly in some subjects such as science, mathematics, English and Welsh. The journey to become a teacher in the Welsh-medium sector requires planning across the phases to ensure that learners continue to progress and develop their Welsh language skills and confidence to use the language. This involves several stakeholders and the table at Annex 1 illustrates this journey. The data analysis document, which sits alongside this plan, includes an overview of the current position and the scope of the challenge as we work towards the targets in Cymraeg 2050.

Targeting graduates and encouraging them to study towards qualified teacher status (QTS) has been the main focus of recruitment to ITE. While this is still important, it is often too late and young people have already made decisions on career paths they wish to follow. This is especially true in the case of teachers of Welsh as a subject, where there aren't sufficient numbers choosing to study A level in Welsh, who then go on to choose Welsh as a degree and teaching as a career. We need to ensure that we target learners earlier and provide pathways and support for them to go into teaching.

There are also other perceived barriers to entry to ITE, including the requirement to achieve Grade B in GCSE Mathematics and English or Welsh, and students' lack of confidence in their Welsh language skills and readiness to teach through the medium of Welsh.

There has been significant reform to ITE in recent years. New programmes of ITE were rolled out from September 2019 and the accreditation criteria requires partnerships to be clear about activity included in their programmes for the development of the Welsh language. It also sets out 2 ways to address these considerations.

- Where ITE partnerships wish to provide ITE for students intending to work in the Welsh-medium and bilingual schools sectors, there should be clear identification of:
  - proposed activities to build the pedagogic skills of trainees to work through the medium of Welsh (including the development of subject specialisms through the medium of Welsh)
  - arrangements to ensure that the Welsh language skills of future practitioners are developed during their ITE to ensure that they reach an agreed level of competence prior to being qualified to work in the sector.
- Partnership provision should ensure that partnerships have clear plans for provision that can enable all student teachers to develop their Welsh language skills. Partnerships will need to identify how they will assess the standards of Welsh of all student teachers upon entry and how they propose to deploy a range of methodologies for building upon those skills during students' ITE experience.

It is the role of the Teacher Education Accreditation Board, facilitated by the EWC, to accredit and monitor ITE programmes. Estyn also inspects ITE providers. The first cycle of monitoring and inspection is taking place during 2021 to 2022 academic year.

Improving how we plan ahead for the number of teachers that will be needed and the gap in supply is key to informing our actions. The Teacher Planning and Supply Model (TPSM) is used by the Welsh Government to forecast future demand for newly qualified teachers, based on pupil projections and the stock and flow of teachers in and out of service. The TPSM is used to inform intake targets for the EWC to allocate Wales' ITE programmes in order to ensure the requisite number of newly qualified teachers enter the profession each year. The TPSM does not go down to individual subject level or ability to teach through the medium of Welsh. However, since September 2020 ITE providers have been required to work towards 30% of their intake training to teach through the medium of Welsh. The data in table 1.3 in the data analysis document shows that there is scope for increased recruitment in order to prepare 30% of the intake to teach through the medium of Welsh, particularly for secondary teaching.

The local authority WESPs are vital to this planning process. Local authorities are required to prepare 10-year plans for how they will increase and improve Welsh-medium education provision in their area, in order to support the aims of Cymraeg 2050. We expect local authorities to be using data from the School Workforce Annual Census (SWAC) alongside their plans to increase the number of Welsh-medium school places to outline how the increase will impact on their staffing requirements over a period of 10

years. This data will be used alongside the TPSM to inform projected intake to ITE programmes. The new local authority WESPs will be implemented from September 2022 alongside the implementation of this plan. The 'Welsh in education workforce plan: summary of Welsh in education strategic plans' document which accompanies this plan provides a summary of the workforce needs for each local authority over the next 10 years.

While focusing on the number of student teachers entering the profession, we must also address why some teachers are leaving the profession. The reasons given for leaving include workload, lack of support for new teachers, lack of attractive career path, pay, lack of opportunities to work flexibly. Some of these issues are being addressed as part of a wider plan to improve teacher well-being, and therefore not addressed directly in this plan.

### **Progress to date**

In partnership with a range of stakeholders, we have been working on several activities to try and address the shortage of Welsh-medium teachers. Key developments include:

- introducing the Iaith Athrawon Yfory Incentive Scheme in 2018, which is available to students studying an accredited secondary postgraduate ITE programme that enables them to teach through the medium of Welsh or Welsh as a subject
- accredited new ITE programmes for delivery in partnership with schools. All ITE programmes now offer Welsh language development to all student teachers and provide support for those preparing to teach through the medium of Welsh
- (following the evaluation of [Welsh-medium provision in ITE](#)) developing one 'Language competency framework for education practitioners' to measure the linguistic competence of practitioners to be used as part of ITE and as part of career-long professional learning for practitioners. Coleg Cymraeg Cenedlaethol is funded to undertake arrangements to moderate the implementation of the framework within ITE
- introducing 2 new pathways into teaching to enable those wishing to study part-time or change career. The part-time course allows student teachers to study while working or balancing other commitments. The salaried PGCE course allows student teachers to work as unqualified teachers while working towards a PGCE
- the EWC establishing the Educators Wales website, on behalf of the Welsh Government, which provides comprehensive information about becoming a teacher in Wales. This is supported by the Teaching Wales campaign to attract more prospective teachers, including those wishing to teach Welsh and subjects through the medium of Welsh
- the EWC establishing an advisory/advocacy team, on behalf of the Welsh Government. This provides comprehensive information about becoming a teacher in Wales. Staff attend careers fairs, jobs fairs, schools, and universities to promote

careers in teaching. The advisory/advocacy team provide application and interview support services. Targeted work has begun to attract prospective Welsh-medium teachers

- establishing a stakeholder group with Coleg Cymraeg Cenedlaethol, universities, consortia and others to implement actions to increase the number of learners studying Welsh at A level. Activities to date include funding schools and colleges to provide enrichment opportunities for learners and to support staff costs where the number of learners is low, and implementing a campaign targeting 15- and 16-year-olds encouraging them to choose Welsh as an A-level subject
- undertaking a pilot programme to support Welsh-medium primary teachers to receive training and support in order to convert to teaching in the secondary sector. To date, 24 teachers have been part of the pilot programme across Wales
- introducing the SWAC to enable better data analysis of the workforce to inform future workforce planning
- making it a requirement for ITE partnerships to work towards intake of 30% of students preparing to teach through the medium of Welsh
- changing the planning period for WESPs from 3 to 10 years to give us better and earlier indication of what the requirement will be for Welsh-medium teachers. This will allow us to set realistic targets based on the actual requirements
- developing the e-sgol model as a means of ensuring that learners in rural and small schools can have a broad curriculum offer at GCSE and A level. This model has enabled learners from different schools to access teaching electronically in 'live' lessons from qualified and experienced teachers. Although the model doesn't increase the number of Welsh-medium teachers, it does ensure that a broad curricular offer is available to learners through the medium of Welsh.

### Our objectives for the next 10 years

#### Objective 1.1: Improve the use of data to inform planning for increasing the number of Welsh-medium teachers

Actions	Responsibility	When
1. Analyse local authority WESPs and work with them to improve data analysis on a local level.	1. Local authorities, Welsh Government	1. Annually
2. Ensure SWAC is completed annually and is a current reflection of the workforce skills.	2. Schools, local authorities	2. November each year

Actions	Responsibility	When
3. Undertake regular analysis of all data sources to understand trends in the demand for Welsh-medium teachers.	3. Welsh Government, EWC	3. Every 2 years
4. Review the ITE intake targets for 2023 and revise to take account of the projected demand for Welsh-medium teachers as outlined in the data analysis and WESP summary documents.	4. Welsh Government, EWC	4. December 2022
5. Review the process for projecting the required stock of teachers in the longer-term to take account of: <ul style="list-style-type: none"> <li>• pupil projections</li> <li>• local authority plans to increase Welsh-medium provision</li> <li>• pupil:teacher ratios</li> <li>• teachers' age profiles</li> <li>• teachers' roles</li> </ul> and implement a revised process for 2024 onwards.	5. Welsh Government	5. December 2023

**Objective 1.2: Increase the number of learners studying Welsh and subjects through the medium of Welsh at A level and at undergraduate level to create a sufficient pipeline of future teachers for the Welsh-medium sector**

Actions	Responsibility	When
1. Review the funding uplift for Welsh and subjects through the medium of Welsh at A level to ensure that schools can deliver to small groups of learners.	1. Welsh Government, local authorities	1. By 2023 to 2024 academic year
2. Ensure pathways to continue to study Welsh as a subject at A level are widely available as part of the local post-16 prospectus.	2. Local authorities, schools	2. Annually
3. Deliver a mentoring programme to engage with learners in Years 9 to 11 about the benefits of continuing to study Welsh at A level as well as deliver opportunities for learners to prepare to study Welsh in higher education.	3. Coleg Cymraeg Cenedlaethol, university Welsh departments	3. From September 2022
4. Continue to provide enrichment opportunities for learners studying Welsh at A level.	4. Coleg Cymraeg Cenedlaethol, university Welsh departments, schools	4. Annually
5. Increase delivery of e-sgol provision as a solution to providing access to a broader curriculum through the medium of Welsh at GCSE and A level.	5. Welsh Government, local authorities, schools	5. Expand to all consortium areas from September 2023

Actions	Responsibility	When
6. Increase the number of students studying Welsh and subjects through the medium of Welsh at undergraduate level.	6. Coleg Cymraeg Cenedlaethol, universities	6. Annually
7. Work closely with schools, learners and undergraduates to promote pathways into teaching.	7. EWC, Coleg Cymraeg Cenedlaethol, ITE partnerships	7. Ongoing

**Objective 1.3: Develop pathways from post-16 education and training into teaching**

Actions	Responsibility	When
1. Scope the development of an apprenticeship route or vocational qualifications for learners in post-16 education and training as a pathway into teaching.	1. Welsh Government, EWC, Qualifications Wales	1. Scoping completed by December 2022
2. Expand the undergraduate ITE provision with QTS to include a 3-year undergraduate programme with QTS as a means of progressing into secondary teaching in line with ITE accreditation criteria.	2. Welsh Government, EWC, schools and universities	2. For delivery from September 2024
3. Expand the employment-based routes into secondary teaching available through Open University to provide a broader range of subject options.	3. Welsh Government, Open University	3. From September 2023

Actions	Responsibility	When
4. Deliver modules for undergraduates to have experience of being in a classroom and preparing for ITE.	4. Coleg Cymraeg Cenedlaethol, universities	4. From September 2022
5. Pilot a financial scholarship and mentoring for undergraduate learners to support them to prepare for ITE through the medium of Welsh, to include learners studying in England.	5. Coleg Cymraeg Cenedlaethol, schools	5. From September 2022

**Objective 1.4: Remove barriers for entry to Welsh-medium teaching**

Actions	Responsibility	When
1. Revise the GCSE or equivalent requirements for entry into ITE.	1. Welsh Government	1. By September 2023
2. Provide opportunities for undergraduates to develop their Welsh language skills and gain confidence to use the language in order to progress into teaching through the medium of Welsh.	2. Coleg Cymraeg Cenedlaethol, National Centre for Learning Welsh	2. From September 2022
3. Continue to deliver the Iaith Athrawon Yfory financial incentives to those training to teach through the medium of Welsh in secondary schools and consider the need for an incentive for those training to teach	3. Welsh Government	3. Ongoing

Actions	Responsibility	When
in primary schools as the demand for teachers increases.		
4. Develop networks to engage with Welsh-speaking graduates studying in England and promote opportunities for them to return to Wales to prepare to teach.	4. Coleg Cymraeg Cenedlaethol, universities	4. From September 2022
5. In line with the <a href="#">Initial Teacher Education Black, Asian and Minority Ethnic Recruitment plan</a> , support the increase in the number of Welsh-medium teachers from ethnic minority backgrounds.	5. Welsh Government, ITE partnerships	5. Annually

#### Objective 1.5: Strengthen Welsh-medium ITE provision

Actions	Responsibility	When
1. Revise the accreditation criteria for ITE to: <ul style="list-style-type: none"> <li>include a clear definition for the minimum requirement for Welsh-medium ITE provision</li> <li>require ITE partnerships to develop and implement strategic plans for the development and growth of Welsh-medium ITE</li> </ul>	1. Welsh Government, Coleg Cymraeg Cenedlaethol, EWC, ITE partnerships	1. For implementation from 2023

Actions	Responsibility	When
<ul style="list-style-type: none"> <li>formalise the requirements for implementing and moderating the Welsh 'Language competency framework for education practitioners'.</li> </ul>		
2. Support ITE partnerships to develop and share resources to support Welsh-medium students.	2. Welsh Government, Coleg Cymraeg Cenedlaethol, EWC	2. From September 2022
3. Undertake a thematic review to determine how well ITE institutions support student teachers to improve their Welsh language skills, including teaching through the medium of Welsh.	3. Estyn	3. During 2022 to 2023

**Objective 1.6: Improve the support available during ITE to teach through the medium of Welsh**

Actions	Responsibility	When
1. Provide one placement in a Welsh-medium school to all Welsh-speaking students.	1. ITE partnerships	1. From September 2022
2. Encourage and support ITE students to develop specialism in a second subject for teaching through the medium of Welsh based on their A level subjects and/or undergraduate degree subjects.	2. ITE partnerships	2. From September 2023

Actions	Responsibility	When
3. Continue to support a network of mentors in Welsh-medium schools to provide language support for ITE students on placements.	3. ITE partnerships	3. Annually
4. Provide a programme of Welsh language courses for students to develop their language skills in accordance with the 'Criteria for the accreditation of initial teacher education programmes in Wales' and 'Language competency framework for education practitioners'.	4. ITE partnerships, Coleg Cymraeg Cenedlaethol, National Centre for Learning Welsh	4. From September 2022

**Objective 1.7: Improve the retention of teachers in the Welsh-medium sector**

Actions	Responsibility	When
1. Ask the Independent Welsh Pay Review Body to consider the need to ensure sufficient recruitment and retention of Welsh-medium practitioners as part of their strategic review of teachers' pay, terms and conditions in Wales.	1. Welsh Pay Review Body	1. During 2022 to 2023
2. Pilot a bursary scheme to retain teachers in the Welsh-medium secondary sector.	2. Welsh Government	2. From September 2023

Actions	Responsibility	When
3. Continue to develop and fund the conversion programme to enable teachers trained to teach in primary settings to convert to teach in secondary in order to retain teachers and increase those able to teach in the secondary sector.	3. Welsh Government, schools, ITE partnerships	3. Annually
4. Pilot a programme to enable teachers who have been out of the profession for more than 5 years to return to Welsh-medium teaching.	4. Welsh Government, schools, ITE partnerships	4. From September 2022

**Objective 1.8: Implement a programme of communications and marketing campaigns to promote teaching through the medium of Welsh**

Actions	Responsibility	When
<p>1. Implement a 3-year marketing strategy to promote teaching careers through the medium of Welsh to include as a minimum:</p> <ul style="list-style-type: none"> <li>• the continued development of the Educators Wales website</li> <li>• the delivery of an advisory/advocacy service aimed at promoting careers in teaching</li> <li>• the delivery of the ‘Teaching Wales’ campaign to recruit students to ITE</li> </ul>	1. Welsh Government, EWC, Coleg Cymraeg Cenedlaethol	1. Ongoing based on evidence of efficacy of activity

Actions	Responsibility	When
<ul style="list-style-type: none"><li>a communications campaign to increase the number of learners studying Welsh at A level.</li></ul>		

## **Aim 2: Increase the number of practitioners able to work through the medium of Welsh who are supporting learners**

If we are to successfully increase the number of learners in Welsh-medium education and deliver Curriculum for Wales, in addition to increasing the number of teachers, we also need to ensure a sufficient supply of practitioners able to work through the medium of Welsh to support learners. Schools are heavily reliant on this workforce to work with smaller groups of learners and support those with additional learning needs (ALN) for example. Alongside this schools' workforce plan, the Welsh Government is also considering how we will expand Welsh language childcare provision; therefore, actions related to this workforce have not been included in this plan.

The recruitment of teaching assistants is a matter for each local authority and there is professional learning available to support them once in post. There is also a range of courses available post-16 that can prepare individuals to work as teaching assistants. The nature and availability of these courses through the medium of Welsh varies across Wales. The data in table 2.1 of the data analysis document shows that we have a particular issue in terms of teaching assistants, with numbers suggesting that we don't currently have a sufficient supply with Welsh language skills to fill roles in Welsh-medium schools let alone enough to be able to support delivery of the new curriculum in English-medium schools. In the secondary sector, the data suggests that almost all Welsh speakers are employed in Welsh-medium schools, suggesting there is very little Welsh language capacity among teaching assistants in English-medium schools.

Pay and conditions of all school support staff, including teaching assistants, is the responsibility of local authorities. In general terms, they will be the same as all other local authority staff. These are negotiated directly between unions and local authorities in Wales and on an all-Wales and England basis by agreement through the National Joint Council (NJC). Individual local authorities may also have different conventions to reflect local considerations – this can lead to variations in pay and conditions between authorities for what appears to be the same job. The Welsh Government has no authority to intervene in the reviews carried out by local authorities. The local authority, as the employer of its own staff, is responsible for the decisions it makes regarding the terms and conditions of employment. Therefore, this plan does not include actions on the pay and conditions of teaching assistants.

In accordance with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 local authorities have a duty to take all reasonable steps to secure provision in Welsh where required and, when reviewing individual development plans, to consider the sufficiency of Welsh language additional learning provision. In exercising its functions in this respect, the local authority must consider the sufficiency of additional learning provision in Welsh and must also include the size and capability of the workforce available. This includes consideration of the Welsh-medium workforce. The WESPs require that local authorities set out how they

will improve Welsh language provision for persons with additional learning needs and for workforce planning within the additional learning needs sector. The local authority plans are variable with no clear national picture of the workforce requirements.

### **Progress to date**

In partnership with a range of stakeholders, we have been working on a number of activities, including:

- introducing a Welsh for classroom assistants course as part of the Welsh Language Sabbatical Scheme
- developing a national Teaching Assistants Learning Pathway (TALP) which includes the option of assessment for achieving the Higher Level Teaching Assistant (HLTA) status in both English and Welsh
- establishing a Teaching Assistant Professional Learning Steering Group to consider what is currently available for teaching assistants, access to professional learning and gaps in provision. The steering group is also developing professional learning for leaders and governors on the deployment of teaching assistants
- working with the Welsh Local Government Association (WLGA) to consider a standardised set of job descriptions and to undertake a comparative research project into the deployment of teaching assistants in other education systems, in order to inform future developments
- annually fund 10 places on Cardiff University's Doctorate in Educational Psychology programme, with a minimum of one place for those able to progress to work in Welsh on graduation
- developing a bilingual national ALN professional learning programme, and an ALN pathway on the National Masters in Education that is available through the mediums of Welsh and English.

## Our objectives for the next 10 years

### Objective 2.1: Develop and promote pathways to becoming a teaching assistant

Actions	Responsibility	When
1. Consider entry requirements for those wishing to become teaching assistants in the future.	1. Welsh Government, WLGA Task and Finish Group, EWC	1. By September 2023
2. Provide opportunities for learners to undertake work experience in schools as teaching assistants.	2. Schools, further education (FE) colleges, Careers Wales	2. Annually
3. Review current provision and qualifications for those wanting to become a teaching assistant and: <ul style="list-style-type: none"> <li>• work with providers to increase the delivery of Welsh-medium courses</li> <li>• ensure courses include modules for developing the skills and practice needed to teach in Welsh-medium or bilingual settings</li> <li>• ensure courses include modules for developing the Welsh language of learners in English-medium settings</li> <li>• scope the development of a teaching assistant apprenticeships pathway or employment-based provision</li> <li>• ensure that flexible provision is available for those wishing to study part time.</li> </ul>	3. Coleg Cymraeg Cenedlaethol, universities, FE colleges, Qualifications Wales, awarding bodies, EWC	3. From September 2022

Actions	Responsibility	When
4. Consider joint employment contracts for Welsh-medium childcare settings and schools to provide teaching assistants with full-time roles.	4. WLGA, local authorities, schools, Mudiad Meithrin	4. From September 2023
5. Pilot a programme of providing gap-year placements for learners leaving school to spend a year working as a teaching assistant in a Welsh-medium setting before progressing to university or employment. Consider options for expanding on the basis of the pilot.	5. Welsh Government, Education Achievement Service (EAS)	5. From September 2022
6. Promote opportunities for individuals to become teaching assistants with a focus on demand from the Welsh-medium sector, and target a wide-range of audiences including young people, parents and carers and career changers.	6. Local authorities, regional consortia, EWC, Coleg Cymraeg Cenedlaethol, FE colleges	6. Annually

**Objective 2.2: Deliver an improved programme of professional learning for teaching assistants**

Actions	Responsibility	When
<p>1. Within the revised teaching assistant learning pathway:</p> <ul style="list-style-type: none"> <li>• develop specific professional learning for teaching assistants working in Welsh-medium schools, for example on language immersion techniques and how children acquire language skills</li> <li>• develop and deliver coaching and mentoring support for Welsh-medium teaching assistants</li> <li>• develop specific professional learning for all teaching assistants on language awareness and language use.</li> </ul>	<p>1. Welsh Government, Teaching Assistant Professional Learning Steering Group, TALP working group, regional consortia, local authorities</p>	<p>1. From September 2022</p>
<p>2. Continue to provide language courses targeted at teaching assistants through the Welsh Language Sabbatical Scheme and National Centre for Learning Welsh providers to improve skills and increase confidence (see Aim 3).</p>	<p>2. Welsh Language Sabbatical Scheme providers, National Centre for Learning Welsh</p>	<p>2. Annually</p>
<p>3. Develop and utilise a new Talk Pedagogy network for teaching assistants to share knowledge and practice in this area on a peer-to-peer and school-to-school level.</p>	<p>3. Welsh Government, regional consortia, local authorities, CYDAG</p>	<p>3. From September 2022</p>

Actions	Responsibility	When
4. Ensure teaching assistants have the relevant skills to play a full role in developing and embedding the whole school plan for Siarter Iaith and Cymraeg Campus.	4. Schools, regional consortia, local authorities	4. From September 2022

**Objective 2.3: Develop capacity and expertise to support learners with additional learning needs in the Welsh-medium sector**

Actions	Responsibility	When
<p>1. Establish a sub-group to the National ALN Network to:</p> <ul style="list-style-type: none"> <li>• develop a national approach to understanding workforce skills to support learners with ALN in mainstream Welsh-medium and bilingual settings</li> <li>• review existing professional learning and academic provision to support practitioners to develop expertise in supporting learners with ALN in mainstream Welsh-medium and bilingual settings</li> <li>• undertake an audit of Welsh language ALN learning resources</li> <li>• identify the provision and resources needed to provide efficient support to learners with ALN across the Welsh-</li> </ul>	1. Welsh Government, National ALN Network, regional consortia, local authorities	1. From September 2022

Actions	Responsibility	When
<p>medium early years, primary and secondary sectors</p> <ul style="list-style-type: none"> <li>• increase capacity, through training and direct recruitment, of ALN, Inclusion and Educational Psychology Services</li> </ul>		
<p>2. Fund a Welsh language national implementation lead to provide advice, support and challenge to the sector on their responsibilities under the Additional Learning Needs and Education Tribunal (Wales) Act in relation to the Welsh language.</p>	<p>2. Welsh Government</p>	<p>2. From April 2022</p>
<p>3. Promote the national ALN professional learning programme and the National MA (Masters) in Education (Wales) ALN pathway, as a route for developing workforce skills to support learners with ALN in Welsh-medium or bilingual settings.</p>	<p>3. Welsh Government, universities</p>	<p>3. Annually</p>
<p>4. Undertake strategic workforce planning in accordance with local plans to increase the number of specialist Welsh-medium or bilingual settings to support learners with ALN.</p>	<p>4. Local authorities</p>	<p>4. Annually</p>

### **Aim 3: Develop all practitioners' Welsh language skills and expertise to teach Welsh and through the medium of Welsh**

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 with more of an emphasis on improving learners' Welsh skills and use of the language. However, Curriculum for Wales cannot be delivered without a well-supported, aspirational education workforce.

In order to successfully deliver Welsh within Curriculum for Wales, schools will need to have practitioners with Welsh language skills who have the skills to teach Welsh as a language and across the curriculum. One of the guiding principles for this plan is that we want all practitioners and leaders to be engaged in developing their Welsh language skills and also their wider understanding of the Welsh language in its historical and cultural context. This is in line with the professional standards for teaching, leadership and assisting teaching – the professional standards set out the expectation for practitioners to develop their knowledge and use of Welsh throughout their careers as well as to extend learners' skills and competence in Welsh. As outlined in the data analysis document, the SWAC provides annual data on the Welsh language ability of practitioners working in schools in Wales based on the Welsh 'Language competency framework for education practitioners' and will enable us to monitor progress in gradually increasing the number of practitioners with higher-level Welsh language skills.

The Schools as Learning Organisations model provides schools with a framework to enable professional learning for practitioners. As learning organisations, schools should nurture and develop all of their staff. The vision for Welsh and language acquisition should be clear to all and opportunities for professional learning and collaborative development of language should be encouraged.

There is a range of national, regional and local provision to enable practitioners to develop their Welsh language skills on a number of levels in line with the 'Language competency framework for education practitioners', and through different delivery models.

The Welsh Language Sabbatical Scheme has been in place since 2006. Initially the focus was on upskilling those with some Welsh language to give them the confidence to be able to teach in Welsh-medium schools. Since 2010 the focus has expanded to include developing the skills of practitioners in the English-medium sector through a range of courses. An evaluation of the Welsh Language Sabbatical Scheme was undertaken in 2020 and published in March 2021. The evaluation concluded that the Sabbatical Scheme makes a positive contribution to practitioners' Welsh language skills, and that there continues to be a need for it. There were a number of recommendations in the report that we will address with our partners and stakeholders to ensure that the Welsh

Language Sabbatical Scheme can continue to make an impact on learning and teaching of Welsh and through the medium of Welsh.

Alongside the Welsh Language Sabbatical Scheme there is a range of other Welsh language skills professional learning opportunities for practitioners delivered by regional consortia, local authorities and the National Centre for Learning Welsh. The table in Annex 2 illustrates the provision that's available.

As well as developing the Welsh language skills of practitioners, we also need to continually develop the expertise of practitioners working in Welsh-medium and bilingual schools. Regional consortia and local authorities provide some support in this area. In addition, schools have developed their own networks and professional learning opportunities through CYDAG.

### **Progress to date**

- We have expanded the Welsh Language Sabbatical Scheme to provide opportunities for practitioners across Wales to access intensive Welsh language training. These include the development of the Welsh in a Year course and courses on 4 different levels as well as courses targeting specific cohorts of practitioners.
- We are working with the National Centre for Learning Welsh to create online courses for practitioners to develop their Welsh language skills at entry, foundation or improvers levels.
- To support the implementation of the professional standards we have developed a single Welsh 'Language competency framework for education practitioners'. The framework sits within the Professional Learning Passport (PLP) and enables practitioners to note their progress in developing their Welsh language skills from ITE throughout their careers.
- We have introduced the SWAC and now have 2 years of data on the Welsh language skills of the education workforce as well as on how many of them teach the language or through the medium of Welsh in schools.
- We have provided funding to regional consortia and local authorities to deliver a range of support for practitioners to support the teaching of Welsh and through the medium of Welsh.
- We have provided funding to CYDAG to provide Welsh-medium professional learning opportunities.

## Our objectives over the next 10 years

### Objective 3.1: Continue to develop our understanding of the workforce's Welsh language skills to inform planning of professional learning

Actions	Responsibility	When
1. Analyse SWAC and EWC data and work with regional consortia and local authorities to develop local planning for delivering Welsh language professional learning.	1. Welsh Government, local authorities, regional consortia, EWC	1. Annually
2. Based on the data analysis, require local authorities and regional consortia to set targets for increasing the proportion of their workforce with language skills at foundation level, and at intermediate level or higher and report on these as part of their WESPs annual monitoring.	2. Local authorities, regional consortia	2. Annually

**Objective 3.2: Deliver a national programme of professional learning to enable all practitioners, including supply teachers and teaching assistants, to continually develop their Welsh language skills in accordance with the expectation in the professional standards**

Actions	Responsibility	When
1. Implement a national programme of free Welsh language courses for all ITE students and practitioners in accordance with the 'Language competency framework for education practitioners' and with defined linguistic outcomes.	1. National Centre for Learning Welsh, Welsh Language Sabbatical Scheme providers, regional consortia, local authorities, ITE partnerships	1. From September 2022
2. Develop flexible models of delivery including intensive courses, blended learning and online learning.	2. National Centre for Learning Welsh, Welsh Language Sabbatical Scheme providers, regional consortia, local authorities, ITE partnerships	2. Ongoing
3. Develop a national portal to provide clear information on the national programme of Welsh language courses	3. National Centre for Learning Welsh	3. September 2022
4. Embed the national programme of Welsh language courses within the TALP to ensure a clear pathway for teaching assistants to develop their skills.	4. Schools, regional consortia, local authorities	4. From September 2022
5. Expanding on the work that has begun on an after-care package, deliver follow-up support and training to practitioners who have completed Welsh Language Sabbatical Scheme courses.	5. Welsh Language Sabbatical Scheme providers, schools, regional consortia, local authorities	5. Annually

Actions	Responsibility	When
6. Ensure that schools systematically plan to support practitioners to use their new skills after they return to school at the end of the course.	6. Schools, regional consortia, local authorities	6. Annually
7. Based on data analysis and school development plans, improve targeted recruitment of practitioners to attend courses.	7. Schools, local authorities, regional consortia	7. Annually

**Objective 3.3: Deliver a national programme of professional learning to develop effective teaching and learning of Welsh and subjects through the medium of Welsh**

Actions	Responsibility	When
<p>1. Develop and deliver a national programme of professional learning to support the teaching of Welsh within Curriculum for Wales, with a particular focus on providing:</p> <ul style="list-style-type: none"> <li>• support to implement the Welsh in English-medium schools framework</li> <li>• support on second language acquisition methodology and Welsh as an additional language</li> <li>• support for developing Welsh literacy skills</li> <li>• support on early and late immersion methodology</li> </ul>	1. Welsh Government, regional consortia, local authorities, Welsh Language Sabbatical Scheme providers, universities	1. From September 2022

Actions	Responsibility	When
<ul style="list-style-type: none"> <li>• support on how to normalise the use of Welsh</li> <li>• support on embedding Welsh language across the curriculum.</li> </ul>		
<p>2. Develop and deliver a national programme of professional learning to support teaching through the medium of Welsh, with a particular focus on providing:</p> <ul style="list-style-type: none"> <li>• support on bilingual teaching methodology</li> <li>• support for newly qualified teachers and early career teachers in subject specialisms through the medium of Welsh</li> <li>• support for Welsh-medium formal and informal school-to-school networks</li> <li>• support for teachers to develop subject specialism in additional subject areas.</li> </ul>	2. Local authorities, regional consortia, CYDAG	2. Annually from September 2022
<p>3. Build on current cluster working to develop Welsh language teaching expertise in all English-medium primary schools, for example by facilitating secondments for some practitioners who have undertaken the Welsh in a Year course, or funding Welsh language leads in each cluster.</p>	3. Regional consortia, local authorities	3. Ongoing

Actions	Responsibility	When
4. Use the Talk Pedagogy network to enable practitioners to engage in informal discussions on language teaching and to share practice.	4. Regional consortia, local authorities, CYDAG	4. Ongoing
5. In order to deliver objectives 3.3 and 3.4 we will review the current funding available to support the delivery of professional learning and support for the implementation of the WESPs in order to establish clear funding streams and outcomes.	5. Welsh Government, regional consortia, local authorities	5. By January 2023

**Objective 3.4: Develop and share the evidence base for effective language teaching, teaching through the medium of Welsh and bilingually**

Actions	Responsibility	When
1. Encourage practitioners to undertake professional enquiry in relevant areas to inform teaching practices.	1. Local authorities, regional consortia, universities	1. Annually
2. Use the Talk Pedagogy network to share research, knowledge and practice in this area on a peer-to-peer and school-to-school level.	2. Welsh Government, regional consortia, local authorities	2. Ongoing
3. Commission an evidence review into language immersion methods and share	3. Welsh Government	3. During 2022 to 2023

Actions	Responsibility	When
the findings of the research with practitioners.		
<p>4. Utilise the higher education collaborative network on Welsh language on bilingual education to:</p> <ul style="list-style-type: none"> <li>• identify current research in relevant areas</li> <li>• work collaboratively to commission and seek funding to support new research in relevant areas</li> <li>• work with stakeholders to share research with practitioners.</li> </ul>	4. Universities	4. Annually
5. Encourage the use of postgraduate scholarships to undertake research in relevant areas to support the implementation of this plan.	5. Coleg Cymraeg Cenedlaethol, universities	5. Annually

## **Aim 4: Develop leadership capacity for Welsh-medium schools and equip all leaders with skills to strategically plan the development of Welsh within a culture of schools as learning organisations**

The current reforms to our education system require that school leaders are well prepared and supported to lead their organisations through the changes to the curriculum. Supporting Welsh language and culture in the provision and ethos of the school, teaching in Welsh and also undertaking strategic planning to develop the language skills of practitioners are key roles for leaders.

The National Academy for Educational Leadership (NAEL) was established in 2018. Its main purpose is to:

- contribute to the development of the professional capabilities of current and aspiring leaders across the education system by providing coherence and quality assurance for the range of educational leadership development opportunities available in Wales
- act as a thought leader, developing, articulating and implementing a vision and strategy for educational leadership in Wales
- be a respected and active member of the education middle tier, the first point of contact for the educational workforce in regard to leadership matters.

If we are to increase the number of learners in Welsh-medium education in line with our Cymraeg 2050 vision we will need to ensure a sufficient supply of headteachers and senior leaders for the sector.

In order to be a headteacher in Wales, leaders are required to achieve the National Professional Qualification for Headship (NPQH). The NPQH is delivered by regional consortia. Current data shows that the number assessed for the NPQH in Welsh has decreased over recent years. Over the next 10 years there is a need to work with the NAEL and other middle-tier stakeholders to support capacity-building of leaders for Welsh-medium schools.

Alongside the development of leaders for the Welsh-medium sector, we also need to ensure that all leaders and aspiring leaders in the English-medium sector develop their knowledge and understanding of how to realise the vision of Cymraeg 2050 in their schools.

### **Progress to date**

- In 2020 to 2021 NAEL awarded innovation funding to regional consortia to pilot a leadership programme aimed at leaders within English-medium schools. This programme for members of school senior leadership teams aimed to address whole school development and promotion of Welsh.

- NAEL commissioned its associates to prepare a report on [‘What is the role of educational leadership in realising the vision of a Wales of vibrant culture and thriving Welsh language?’](#)
- The NPQH was delivered nationally with an annual cohort of individuals preparing to become headteachers for the Welsh-medium sector.

## Our objectives over the next 10 years

### Objective 4.1: Develop sufficient supply of leaders for the Welsh-medium sector

Actions	Responsibility	When
1. Use relevant data sources to inform leadership succession planning.	1. Welsh Government, NAEL, EWC, local authorities, regional consortia	1. Ongoing
2. Target aspiring leaders to undertake NPQH through the medium of Welsh.	2. Regional consortia, local authorities	2. Annually
3. Utilise middle-leadership pathways to identify and support future headteachers and provide coaching and mentoring.	3. Regional consortia, local authorities	3. Annually

**Objective 4.2: Support leaders in English-medium schools to develop their knowledge and understanding of how to realise the vision of Cymraeg 2050 in their schools.**

Actions	Responsibility	When
1. Continue to deliver the leadership programme for whole school development and promotion of Welsh and submit for NAEL endorsement.	1. Regional consortia, NAEL	1. Annually
2. Develop a toolkit for headteachers to use alongside the 'national resource: evaluation and improvement' to support them to self-evaluate their schools' journey in developing the Welsh language.	2. Welsh Government, NAEL, headteachers, regional consortia, local authorities	2. By September 2023
3. Develop and deliver professional learning for those supporting leaders (for example challenge advisors or governors) to enable them to support schools on their journey in developing the Welsh language.	3. Regional consortia, local authorities, NAEL	3. Delivery from September 2023
4. Include modules on the strategic development of Welsh in schools as part of all leadership programmes.	4. Regional consortia, local authorities, NAEL	4. Annually

## Roles and responsibilities

The successful delivery of this plan requires all stakeholders involved to work collaboratively to implement the actions. Where stakeholders have been named as part of the delivery of specific actions, we will expect them to report on progress and support the Welsh Government to regularly review this plan. The table below summarises the roles and responsibilities of all key stakeholders.

Organisation	Role
Welsh Government	<ul style="list-style-type: none"> <li>• Set ITE accreditation criteria</li> <li>• Collect and analyse data on the workforce via SWAC</li> <li>• Approve and monitor local authority WESPs to increase Welsh-medium provision and plan Welsh-medium and Welsh language workforce</li> <li>• Fund Welsh language professional learning</li> <li>• Overall strategy for marketing – A level campaign and ITE recruitment campaign in partnership with EWC and Coleg Cymraeg Cenedlaethol</li> </ul>
Education Workforce Council (EWC) (including Teacher Education Accreditation Board)	<ul style="list-style-type: none"> <li>• Statutory function to accredit ITE programmes and monitor them via the Teacher Education Accreditation Board</li> <li>• Work with Welsh Government to analyse workforce data and set intake targets for ITE partnerships</li> <li>• Promote teaching as a career</li> <li>• ITE recruitment campaigns in partnership with Welsh Government</li> </ul>
Estyn	<ul style="list-style-type: none"> <li>• Inspect schools and settings and provide intelligence on the teaching of Welsh and through the medium of Welsh</li> <li>• Inspect ITE partnerships, regional consortia and local authorities</li> <li>• Undertake thematic reviews into areas relevant to the implementation of this plan</li> </ul>
ITE partnerships (including schools)	<ul style="list-style-type: none"> <li>• Recruit trainee teachers to courses</li> <li>• Provide Welsh language tuition as part of ITE</li> <li>• Develop trainee teachers' ability to teach effectively through the medium of Welsh</li> </ul>

Schools	<ul style="list-style-type: none"> <li>• Provide intelligence and input into solutions that will lead to increasing the Welsh-medium workforce</li> <li>• Leaders to continually promote Welsh language and culture in line with professional standards</li> <li>• Schools' development plans to outline their approach for improving teaching of Welsh and enabling teachers to develop Welsh language skills in line with professional standards</li> </ul>
Regional consortia/partnerships	<ul style="list-style-type: none"> <li>• Work with LAs on analysis of workforce skills</li> <li>• Provide programme of career-long professional learning from induction to leadership</li> <li>• Challenge advisors to support schools to improve teaching and promotion of the language as well as to prioritise areas for improvement</li> <li>• Support part-time and work-based ITE routes with Open University</li> </ul>
Local authorities	<ul style="list-style-type: none"> <li>• Undertake strategic planning of Welsh-medium education for WESP</li> <li>• Undertake workforce planning for the Welsh-medium workforce as part of WESP</li> </ul>
National Academy for Educational Leadership (NAEL)	<ul style="list-style-type: none"> <li>• Act as a thought leader, developing, articulating and implementing a vision and strategy for educational leadership in Wales, including the leadership of Welsh in education</li> <li>• Provide coherence and quality assurance for the range of educational leadership development opportunities available in Wales</li> </ul>
Teacher Recruitment and Retention Advisory Board	<ul style="list-style-type: none"> <li>• Provide advice on issues related to the recruitment and retention of teachers</li> </ul>
CYDAG	<ul style="list-style-type: none"> <li>• A representative body for Welsh-medium schools</li> <li>• Coordinate professional learning</li> <li>• Coordinate responses to Welsh Government policy</li> <li>• Facilitate co-working across Welsh-medium schools</li> </ul>

<p>Welsh language training providers (including National Centre for Learning Welsh)</p>	<ul style="list-style-type: none"> <li>• Deliver Welsh Language Sabbatical Scheme courses</li> <li>• Develop flexible and blended learning methods for learning Welsh</li> </ul>
<p>Coleg Cymraeg Cenedlaethol</p>	<ul style="list-style-type: none"> <li>• Develop the pipeline of Welsh-medium trainee teachers through undergraduate provision and support for A level Welsh</li> <li>• Develop the language skills of undergraduates in preparation for ITE</li> <li>• Joint working with Welsh Government and EWC to promote teaching as a career</li> <li>• Undertake moderation of the language skills of trainee teachers through Welsh Government grant funding</li> <li>• Provide advice and support the EWC and ITE partnerships to develop Welsh-medium ITE</li> </ul>
<p>Welsh Language Commissioner</p>	<ul style="list-style-type: none"> <li>• Undertake regulatory functions in relation to the Welsh language</li> </ul>
<p>University Welsh departments</p>	<ul style="list-style-type: none"> <li>• Work with schools to develop the pipeline of learners choosing to study Welsh as a degree subject.</li> </ul>

## Monitoring

This is a long-term plan which requires cycles of planning to ensure sustainable delivery. Welsh Government will provide the overall leadership for developments, but it is essential that all our partners work collaboratively with us as we move forward to deliver this plan. Some developments will need to be implemented at pace. We will:

- establish a steering group of experts from the sector to advise on implementation
- consult with our key stakeholders on specific developments via task and finish groups
- continually monitor and evaluate the actions taken and formally review the plan after 5 years
- consider international best practice as we move forward with implementation.

The Cymraeg 2050 strategy sets ambitious targets for reaching a million Welsh speakers by 2050, including targets for the number of teachers required to teach Welsh as a subject and through the medium of Welsh. We will continue to monitor progress against these targets in the Cymraeg 2050 Annual Report. In addition, we will also use the following indicators to monitor progress using relevant data sources and update the accompanying data analysis and WESP summary documents every 2 years:

- the number of ITE students preparing to teach through the medium of Welsh
- the number of learners studying Welsh at A level
- the number of learners studying subjects through the medium of Welsh post-16
- the number of teaching assistants able to work through the medium of Welsh
- the number of leaders able to work through the medium of Welsh
- the proportion of the workforce with language skills at foundation level
- the proportion of the workforce with language skills at intermediate level or higher
- the number of practitioners completing Welsh language courses at various levels.

## Annex 1: Journey to becoming a teacher and stakeholders involved

	Primary and secondary up to GCSE	A level/post-16	Undergraduate degree	Initial teacher education
<b>Planning Welsh-medium provision</b>	Local authorities' WESPs	Local authorities, FE colleges, WESPs, Post-16 planning	Universities, Coleg Cymraeg Cenedlaethol	ITE partnerships
<b>Provision</b>	Schools, e-sgol	Schools, FE colleges, e-sgol	Universities	ITE partnerships
<b>Accreditation</b>	Qualifications Wales, WJEC	Qualifications Wales, WJEC and other awarding bodies	Universities	Teacher Education Accreditation Board, EWC
<b>Supporting agencies</b>	CYDAG, regional consortia, local authorities	CYDAG, regional consortia, local authorities, Coleg Cymraeg Cenedlaethol	Coleg Cymraeg Cenedlaethol, National Centre for Learning Welsh	Coleg Cymraeg Cenedlaethol (moderation of Welsh language skills), National Centre for Learning Welsh (Welsh language skills)
<b>Monitoring/quality assurance</b>	Estyn, regional consortia, local authorities	Estyn, regional consortia, local authorities	Coleg Cymraeg Cenedlaethol, Higher Education Funding Council for Wales, the Quality Assurance Agency for Higher Education	Teacher Education Accreditation Board, Estyn

<b>Additional funding</b>		A level Welsh (Coleg Cymraeg Cenedlaethol)	Scholarships (via Coleg Cymraeg Cenedlaethol)	Iaith Athrawon Yfory, language skills moderation (via Coleg Cymraeg Cenedlaethol)
<b>Communications</b>	Schools	Schools, FE colleges, Coleg Cymraeg Cenedlaethol, Universities, Welsh Government	Universities, Coleg Cymraeg Cenedlaethol	ITE partnerships, EWC, Welsh Government

## Annex 2: Welsh language professional learning for education practitioners

This table gives an indication of the courses available but the Welsh Language Sabbatical Scheme model is flexible and the structure of courses can be adapted.

Level used in the 'Language competency framework for education practitioners'						
No Welsh language skills	Pre-entry	A1 – Entry	A2 – Foundation	B1 – Intermediate	B2 – Advanced	C1 – Proficient
<b>School Workforce Annual Census (SWAC) workforce characteristics: Welsh ability codes</b>						
W1	Only for use in ITE	W2	W3	W4	W5	W6
<b>Professional learning available via the Welsh Language Sabbatical Scheme Courses, supply and additional travel costs funded and reimbursed by Welsh Government</b>						
N/A	N/A	5-week course for teaching assistants in English-medium primary schools	3-month course for teachers in English-medium primary schools	8-week course for teachers in English-medium and bilingual primary schools	Courses for those who have learned Welsh to a fairly fluent level and for natural speakers who wish to develop their confidence and gain specialist terminology. Delivery at advanced level is flexible and tailored to the needs of particular cohorts. Examples of models include: <ul style="list-style-type: none"> <li>• 12-week part-time blended learning course for teachers in English-medium and bilingual primary and secondary schools</li> <li>• 12-week part-time blended learning course for teachers in Welsh-medium secondary schools that includes tutor observation of participants in their settings</li> <li>• 10-week part-time course for teaching assistants in Welsh-medium and bilingual primary schools</li> <li>• 5-week part-time course for non-specialist secondary teachers teaching Welsh as a subject</li> </ul>	
			A full-time course over 2 terms combining the foundation and intermediate courses for teachers in English-medium primary schools.			
		Welsh in a Year course for teachers in English-medium primary schools. Teachers need to be released from school for a full academic year.				
<b>Professional learning available via National Centre for Learning Welsh Courses free of charge. Schools to agree/fund practitioner time using the Professional Learning Grant</b>						
	10-hour self-study taster course for practitioners in English-medium schools	120-hour online course with support of tutor for practitioners in English-medium schools				10-hour self-study 'Gloywi' course for practitioners who want to refine their Welsh skills

**Professional learning available via regional consortia/local authorities  
Schools to agree/fund practitioner time using the Professional Learning Grant**

A range of support and provision delivered by the Welsh in education teams. Contact your consortia or local authority for further information