

## **Minutes**

### **Meeting with Third Sector**

**Wednesday 13 February 2019**

**11:30 – 12:15**

**Conference Room C**

**Ty Hywel**

#### **Attendees:**

##### **Welsh Government:-**

Kirsty Williams AM - Minister for Education, (ME),  
Andrew Clark - Deputy Director Further Education & Apprenticeships. (AC),  
Lloyd Hopkin - Head of Humanities AoLE, (LH), and  
Brian Herbert - EPS Government Business, (BH).

##### **Third Sector:-**

Judith Stone (JS) – WCVA  
Paul Glaze (PG) – CWYVS  
Rebecca Falvey (RF) – Business in the Community  
Kathryn Robson (KR) – Adult Learning Wales  
Uzo Iwobi (UI) – BAME Alliance  
Phillip Manghan (PM) – Interfaith Council Wales  
Ben Lloyd (BL) – Save the Children  
Susie Ventris-Field (SVF) – WCIA  
Lynne Hill (LH) – Children in Wales

Welcomes and introductions made.

#### **Item 1 – Minutes & Actions of the last meeting.**

ME - noted that all actions had been completed and the minutes were agreed.

#### **Item 2 - The new curriculum, pupil enrichment and the third sector in Wales**

ME - noted that the Curriculum and Assessment Reform White Paper on the proposals for legislative change had recently been published and was out for consultation. The first draft of the new curriculum content and detail will be published for consultation in April, ready for roll-out in Primary schools from 2022.

JS - The Third Sector had a role to play in supporting delivery of the curriculum, it would be helpful to understand how best they could deploy resources and who in schools and local authorities may wish to engage with the Third Sector.

RF - noted that at a recent IWA event research from WISERD was presented which had focussed on the hopes and fears of young people and businesses. It also looked at the professional learning that needs to sit alongside the curriculum. The Third Sector would wish to help allaying those fears and provide support to teachers.

ME – The Welsh Government was working with head teachers between now and the launch of the draft curriculum in April on what they need to think about with consortia and the National Academy for Educational Leadership on the need for wider professional learning for Head Teachers and teachers more generally. It will be necessary to focus on pedagogy and to think creatively, working with organisations around schools such as businesses , which some schools already do, for others this may be more of a challenge, for example, rural schools where needs will be different. The Welsh Government will be arranging a road show to explain why the changes are being made to the curriculum. In some ways we are victims of our success in that everyone wants to engage as the curriculum is being developed, but it is imperative that we find a meaningful way for all partners to engage. There are already good examples of engagement with the Third Sector, particularly in the Youth Sector in terms of pedagogy with older children and less engaged pupils, working alongside mainstream education.

LH – The Third Sector could engage with Head Teachers at the same time as Welsh Government, providing feedback, perhaps at the discrete stakeholder event being arranged with pioneer schools.

PM – It is good to hear the Minister say that Welsh Government will listen to the Third Sector in developing the curriculum.

ME – It will be important to use your expertise in schools, some good practice already takes place, but Head Teachers must look at the whole resource available in their communities to deliver the curriculum.

PM – Great to hear that, and thank you for sharing your commitment to engage with the Third Sector. Would you be prepared to make a statement about Third Sector engagement with the curriculum?

ME – Yes of course, we need to encourage schools to make best use of the resources available to them. The accountability framework alongside the new

curriculum will be different and encourage Head Teachers to demonstrate the breadth of the curriculum delivered in their schools.

SVF – The Third Sector have a role to play in developing pedagogy and professional learning, how best can we engage with that?

ME – There is funding made available to schools to support continuing professional development, particularly in terms of impactful professional learning that leads to changes in the classroom, whether that be to school to school or involving Higher Education too. Some schools are already doing well, while other require further support and this is not just confined to pioneer schools.

- **Action** – Kevin Palmer to advise how best the Third Sector can engage with professional learning.

BL – There is a parental engagement programme with local authorities and consortia, however, not all have the same mind set. What are the expectations of local authorities and consortia in terms of disseminating knowledge and supporting schools in pupil enrichment?

ME – The consortia are a school improvement service and also have a role in professional development through subject specialists. Parental engagement is an important part of school improvement. It is difficult to dictate from the centre, but sharing best practice, dissemination and the use of research is an integral part of what consortia should be doing. I will be asking Estyn to look at best practice in terms of parental engagement and the refocus of community focussed schools will be informed by this work.

UI – We have been engaged with officials in the Department, but would like to support schools in their work and make consortia aware of the support available. There has been a huge rise in the number of racist incidents reported in schools. How can we help to equip teachers with the tools that they need to deal with racist incidents, from both pupils and parents?

ME – For pupils the Health & Wellbeing AOLE is one aspect of the curriculum that we can use. It comes down to professional development again and how we can equip teachers to respond appropriately to such incidents, be that pupils or parents. It is about creating the space in the school day for professional development and giving them confidence and leadership.

PM – Is there any funding available to support the development of bilingual resources for pupils?

ME – We do provide a considerable amount of funding already such as textbooks and resources on Hwb etc. but whether the Third Sector can access this funding is something my officials will investigate.

- **Action** – officials to investigate scope for funding from the Welsh Language Division for developing resources for Hwb through the medium of Welsh.

### **Item 3 – Adult Community Learning in Wales**

KR – There is scope to link up more in terms of Adult Learning and with, for example, Sustainable Development and Global Learning although largely supportive of the Welsh Government priorities.

ME – The consultation has now closed and the responses have been published on the Welsh Government website. It was clear that there was no consensus in the responses in terms of planning for the Community Learning Grant, however, we are considering how best we can change the infrastructure to deliver that. Some changes have already been made, for example, the increase in part-time provision in Higher Education and other changes are underway to funding for Further Education. It will be a case of prioritising within existing resources but also being fair and equitable.

AC – Welsh Government is hoping to respond to the results of the consultation in the next four weeks or so. Adult Learning covers a breadth of needs from young people with literacy and numeracy issues, English Speakers of Other Languages, the unemployed, the employed looking to improve qualifications and skills development more generally. Wales is ahead of the game in terms of Apprenticeships with more adults participating.

UI – The use of non-accredited routes to learning is something which could be encouraged.

ME – I am very interested in alternative routes to qualifications, for example, the Open University is running degrees through distance learning for Health Assistants to qualify as nurses, which is perhaps something that we could look to expand to teaching assistants and youth workers.

BC – The Early Years workforce could benefit from that too.

ME – Wales needs to be a second chance nation. Thank you all for the useful discussion today.