

**Planning meeting to prepare for the Third Sector Meeting with
Kirsty Williams AM, Minister for Education**

Monday 01 July 2019

10:00– 12:00

Via link between

WCVA, VSAC, Baltic House, Cardiff and Morfa Hall, Rhyl

Notes

Attendance:

Judith Stone	-	WCVA (Chair)
Rebecca Falvey	-	Business in the Community
Philip Manghan	-	Interfaith Council for Wales
Catrin James	-	Urdd Gobaith Cymru/CWVYS
Susie Ventris-Field	-	WCIA
Ginger Wiegand	-	EYST
Elin Maher	-	Mentrau Iaith Cymru
Jennifer James	-	Oxfam Cymru
Kathryn Robson	-	Adult Learning Wales
Mia Rees	-	Prince's Trust Cymru
Chris Dunn	-	Voices from Care Cymru
Felicite Walls	-	WCVA
Cath Lewis	-	Children in Wales
Kevin Palmer	-	Welsh Government
Lloyd Hopkin	-	Welsh Government
Nigel Moss	-	Welsh Government
June Jenkins	-	Qualifications Wales
Kate Stokes Davies	-	Qualifications Wales
Fiona Harris	-	WCVA

Apologies

Tina Reece	-	Welsh Women's Aid
Catherine Fookes	-	WEN Wales
Andrea Meyrick	-	Techniquet
Rhian Connick	-	NFWI
Kate Evans	-	WSA
Paul Glaze	-	CWVYS
Marianne Manello	-	Play Wales
Jamie Burt	-	Siawns Teg (Skype not working)
Uzo Iwobi	-	BAME Alliance (Skype not working)
David Smith	-	Wales Co-ops & Mutuals (Skype not working)

1. Welcome and introductions

JS welcomed everyone and introductions were made. JS outlined the purpose of the meeting to receive up-dates from a range of officials, following the sector's meeting with the Minister in March.

2. Professional Learning -Kevin Palmer, Deputy Director for Pedagogy, Leadership and Professional Education

Kevin talked about the National Strategy for Education and Research and the planned campaign to have a national conversation around pedagogy and practice - #talklearning. He outlined Professional Standards for teachers, assistants and leaders

Action 1: WCVA to share supporting documents provided by Welsh Government, including hyperlink to a suite of presentations on the AOLE.

Susie asked what were the best ways for third sector orgs to offer expertise and content to new curriculum? Kevin noted that in the new curriculum, teachers will lead on more of the content and will have more freedom around what children learn. External stakeholders can contribute to delivery of content in schools: opportunity to influence what children learn. Third sector organisations should consider working with communities of schools, and/or through the regional consortia.

The experience element of AOLE is important to enrichment. The experience of teachers to build content has diminished over recent years; so providing an opportunity for the third sector to work with teachers to build content.

Kevin talked about the possibility of working to design the conversation regarding #TalkLearning - a campaign to engage the widest possible range of stakeholders, including children, parents, teachers, leaders and third sector, to express views about what good learning looks like. Focus on the art and science of learning. Conversation due to be launched in September and will run for a year. The outcome will be an expression of the widest range of views about what good learning looks like.

Action 2: WCVA to invite Welsh Government (Mark) to speak at the next Planning Group about #TalkLearning.

There would be a further piece of work to re-imagine how school learning should happen, where and when.

Catrin asked whether there could be a piece of research into third sector involvement in learning in schools. Currently no strategy to draw together research and evidence from across education stakeholders eg Welsh Government, EWC, Qualifications Wales; alongside formal academic research. The new strategy wants to achieve this. Third sector needs to identify if this research is already in progress and if not, to draw together appropriate partners. Members discussed the usefulness of having a rep to sit on the National Strategy for Education Working Group.

Open University has been procured to develop work-based learning for teachers, and a part time route. A new strategic approach to teacher recruitment and retention will be published in September.

Action 3: Planning Group to agree a representative to sit on the National Strategy for Education Research Working Group. JS to confirm rep for group.

Ben talked about having professional learning in the foundation phase and how young people could help build the workforce.

Initial Teacher Education - delivered by three partners to date; six providers have been re-accredited: USW, Cardiff Met, Swansea University; University of Wales Trinity St David's; Aberystwyth University; Bangor University in partnership with the University of Chester.

Elin talked about the Welsh Bacc and at Key Stage 5 there is an expectation all students will have opportunity to do it; should not do it only as a matter of exception. Whilst most high schools offer the Welsh Bacc many FE colleges do not.

Cath noted that Children in Wales facilitate Young Wales and offered an invitation to engage with the Forum. Children in Wales also has a Parenting Officer and Disabled Children's Officer, with an interest in Additional Learning Needs education.

Chris talked about how consultation work with young people has demonstrated that teachers do not understand the educational experience of children in care. He would like to work with the learning workforce to become better 'corporate parents'.

Action 4: WCVA to share contact details for Children in Wales with Kevin Palmer.

3. Pioneer Schools - Nigel Moss, Maths and Numeracy lead for new curriculum development, Welsh Government

The Donaldson review questioned the nature of learning for children and young people in Wales. Government accepted the 66 recommendations of the report. Six areas of learning and experience (AOLEs). Three cross curriculum responsibilities: literacy, numeracy and digital competency. Continuum of learning from 3-16. The implications for pedagogy and learning and emerging now.

The first draft curriculum for consultation was launched on 30 April. The curriculum is a co-production approach and they have been working with 18 Pioneer schools to develop. The response to the curriculum is expected in October and the new curriculum will be published in January 2020. Schools will have greater autonomy to decide the size of the curriculum: schools will be curriculum designers, challenge for the workforce. The curriculum will go live in September 2022, from year seven onwards.

Susie was interested to understand from Pioneer Schools what challenges they face and how third sector organisations might help. Nigel talked about the barriers to changing the culture of the 30,000 strong workforce; moving away from the current accountability framework and 'teaching for exams'. Working with Qualifications Wales and Estyn to ensure alignment with the new curriculum. He noted that Pioneer Schools would receive an extra £30k p/a to support a shift to a new way of working.

Elin asked a question about the consistency of Welsh and English resources. Nigel stated that all the standards were being developed bi-lingually and that all materials would be available bilingually. There has been serious conversation between Pioneer Schools and Qualifications Wales about standards of learning and enabling young people to meet qualifications. Opportunity to re-think the purpose of qualifications at age 16.

Kathryn queried what was happening with working with FE and HE partners around adult learning. Nigel said that they were working with partners to look beyond age 16. The new curriculum is being looked at in terms of how it feeds into further learning routes - academic and vocational routes. Careers Wales involved in workstreams. Kathryn highlighted a concern around the impartiality of Careers Wales.

Ginger asked is the experience from the Pioneer Schools is showing a real difference, diversity, global citizenship. The experience of Pioneer Schools has been built learning around the local environment and resources. Mia said that schools have picked up on the global learning element to explore diversity, but much has been driven by individual interests. Susie said there are opportunities to push on the international dimension of maths and numeracy. Professional learning is vital to underpinning the experience of learners but needed wider sector input. Third sector organisations can support professionals to be confident in having critical conversations, and to broker external support. Catrin noted that it needed to be co-produced and asked what support is available to third sector workers to broker appropriate conversations with professionals to assist the learning of young people.

4. June Jenkins and Kate Stoke Davies, Qualifications Wales

Kate outlined Qualifications Wales saying that it had been established for four years, and is an independent regulator, reporting directly to the National Assembly for Wales. It has unique powers through legislation and is accountable to the Children and Young People's Committee; and uses evidence and research to provide advice to elected members. A standard has to be maintained to build a fair and transparent system across the past, present and future for learners, to build the confidence of members of the public.

It works with qualifications and the qualifications system - academic and vocational. Qualifications in Wales need to be well understood across the borders and to ensure the system is fair. Reform is part of the regulatory tool kit, to create the best system for regulation. Public confidence survey undertaken every year. Confidence in

qualifications is high. More than 22,000 qualifications in Wales; but fewer than 600 have more than 100 certifications.

They are currently consulting and engaging on the new curriculum, with a consultation due in October, which will ask some of the big questions; followed by a second consultation on the detailed shape of the offer. They know from engagement that the GCSE brand is well trusted, but recognise the offer sitting beneath the brand will need to change.

Sector reviews cover the transformation to the vocational landscape; health and social care has been reviewed and qualifications rationalised to a core suite of 20 routes. They have also reviewed digital and are due to start reviewing engineering and manufacturing.

Schools in Wales can offer qualifications from across the border, but to be publically fund, the qualification would need to be on the system with Qualifications Wales.

In 2018, an independent review was published on the Welsh Bacc, with eight recommendations all of which were accepted. The first recommendation was to set up a design group and practitioner sub group to take forward. The qualification has been criticised for being too assessment heavy. The skills that are being delivered and assessed are the right skills; and these are being included in the new curriculum as wider skills; but the model of delivery and assessment need to be reviewed. Skills for the global citizenship and community challenges aspect have overlapping skills assessments; therefore, they are looking to reduce some of the assessments. Next step is to look at the detail of outcomes, assessment and grading. The aim is to introduce this from September 2021.

Elin noted that the experience for learners of the Welsh Bacc is valuable, but parental perception is not so positive. A short explainer video and postcards have as been produced and sent to schools as an information resource to share with parents. However, they explained that they cannot promote this and that it is a fine line between explaining and promoting. Rebecca talked about engagement with universities and the Seren Group to understand the high value of the Skills Challenge Certificate to university entrance and the importance of case studies.

Judith offered Qualifications Wales to attend future planning meetings if they wished to update the group on the Curriculum and Welsh Bacc.

Action 5: Judith to speak with June Jenkins regarding third sector involvement in the practitioner working group to review the Welsh Bacc.

Action 6: Qualifications Wales to share the explainer video of the Welsh Bacc.

5. Discussion of agenda items for next meeting with the Minister for Education

Judith noted that the group had agreed to only meet with the Minister if there were substantive agenda items. Given this, the group agreed to hold another planning group meeting before meeting with the Minister early next year. It was agreed to invite Kevin Palmer and WJEC to talk at the next meeting. It was agreed to use #TalkLearning as the main topic for the future meeting with the Minister but to include sub headings - qualification pathways for vocational learners, incentives for the workforce, what good learning looks like etc. Given the time frame for the implementation of the new curriculum, members suggested it would be useful to plan a schedule of speakers to be invited over the next year. Judith also suggested it may be useful to invite the Wolfson Foundation to speak to the group about possible funding opportunities and agreed to explore.

Action 7: WCVA to invite Welsh Government official (via Kevin Palmer) to outline the #TalkLearning campaign at the next planning meeting

Action 8: WCVA to invite a rep from WJEC to talk at the next planning meeting

Action 9: WCVA to set a date for the next planning meeting

Action 10: Judith to explore possible invitation to the Wolfson Foundation to attend the next Planning Group.

Action 11: WCVA to seek a date with the Minister for early 2020

6. There was no other business noted and the meeting closed