

CYMRAEG



Llywodraeth Cymru
Welsh Government

Siarter Iaith framework: Initial guidance for schools



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Context

Cymraeg 2050

The Welsh Government aims to have a million Welsh speakers by 2050. This is a long-term aim, and the education system has a key role to play in achieving it.

In order to achieve the aim, changes will be needed to the curriculum to ensure that all learners in Wales are able to develop their Welsh language skills for social and work use in the future.

One of the key aims within the 2050 Welsh strategy is to embed positive language use practices supported by formal and informal opportunities to use Welsh socially.

The strategy notes that we need to plan provision for children and young people which not only gives them the opportunity to use or practise Welsh, but instils in them positive attitudes towards the language which translates into active use. This can reap dividends in the long term, helping them to see that the language is not something solely connected to school, and that there is a rich social and cultural world associated with it.

Welsh in education action plan 2017–21

The ***Welsh in education: action plan 2017–21*** was published in order to draw together the relevant strands of ***Welsh 2050*** and ***Education in Wales: Our national mission***.

In the context of the new curriculum there is a commitment to develop transformational approaches to learning, teaching and assessment of the Welsh language, with a view to ensuring an increase in the number of confident Welsh speakers within the statutory education system. This will ensure that, in future, all learners can use the Welsh language after leaving school.

In addition, embedding and extending the informal use of Welsh will be a key part of the areas of learning and experience within the new curriculum. In ***Successful Futures***, Professor Donaldson emphasises the importance of educational experiences as an integral part of the curriculum, to broaden learners' horizons, to ignite their imagination and to promote enjoyment in learning.

Work to date

In recent years, support has been given to promote and increase learners' use of Welsh in school and in social contexts. This has been done through the Welsh Language Charter (Siarter Iaith), developed by Gwynedd Council, and various other projects to support secondary schools, in partnership with the regional consortia and the Urdd. This includes:

- implementing the Welsh Language Charter (Siarter Iaith) in all Welsh-medium primary schools in Wales as a means of strategically planning to develop learners' use of the language
- implementing Cymraeg Campus within a number of English-medium primary schools
- publishing a toolkit for Welsh-medium secondary schools to use to embed young people's language use practices and support the development of school level projects to encourage informal language use among learners
- supporting Welsh-medium secondary schools to develop activities to encourage learners informal use of Welsh
- supporting English-medium secondary schools to provide informal opportunities to use the language and intensive Welsh learning opportunities through the Urdd's Cymraeg Bob Dydd project.

Next steps

One national framework

The aim is to embed positive habits and attitudes towards the language through purposeful planning within schools and to promote informal use of it among learners inside and outside school, bringing together various partners to implement. Facilitating the use of Welsh, across the curriculum and in wider activities, with planned linguistic progression throughout all phases of education, will offer all children and young people the opportunity to become fully bilingual.

To ensure that we support the development of the Welsh language across all our schools, and to align with the development of the new curriculum, we have created one national framework, which builds on existing projects including the Welsh Language Charter (Siarter Iaith), Cymraeg Campus and the supporting Welsh language practices project. All schools, regardless of their linguistic nature, will work within the same framework to achieve the aim of ensuring that learners:

- are confident in using their Welsh language skills
- foster positive attitudes towards the language
- increase the use of the language inside and outside the school.

The implementation of this framework will be a core part of offering opportunities to children and young people to enrich their learning experiences and will play an important part in supporting the new curriculum.

This framework will provide guidance for schools not yet involved in the journey by offering clear starting points and objectives. At the same time it offers guidance and opportunities for schools already involved to develop further, by building on the good work already accomplished, and allowing them to continue with the enthusiasm that the Siarter Iaith and associated programmes have created.

Outcomes and objectives

Five outcomes have been developed for the implementation of the Siarter Iaith framework. They are based on the Siarter Iaith, Cymraeg Campus, and the supporting language practices project, and are aimed at ensuring that the Welsh language and its informal use, is at the heart of the strategic development and ethos of all schools in Wales. It is important to note that there will be flexibility to the outcomes and objectives within the framework. Not all schools will be expected to work towards each of the outcomes and objectives, and schools can focus on specific outcomes and objectives depending on the school's situation, which will allow them to build on the work over a period of time. The role of regional consortia in identifying and setting priorities with individual schools will be key.

Objectives and action plans

A series of objectives (see Annex for more detail) have been developed which will be appropriate for schools of all categories in Wales. Each school can develop its own action plan in order to meet the outcomes and reach the objectives, based on the school's current position. Schools will be encouraged to develop challenging but achievable plans with support from regional consortia officers. Each school will follow its own path in order to achieve the outcomes and meet the objectives, in line with the school's current situation. A monitoring structure will be put in place to measure progress and support schools to continually develop and build on progress. Schools will be encouraged to include their action plans as a core part of schools' overall development plans.

Schools will be encouraged to ensure that they involve the whole school community in the implementation of the framework – learners, the whole workforce, parents/carers, governors and the wider community.

Schools will also be encouraged to make every effort to work in partnership with other schools within their cluster, as well as specific efforts to work between primary and secondary schools to ensure continuity and a seamless pathway of support for learners.

Online questionnaire

The Gwe Iaith Language Web questionnaire, which is a series of questions for learners about their language use in different situations and their attitudes towards the language, is currently an important part of the work in a number of schools. Readings of the questionnaire are completed at the beginning and end of an implementation period. The findings of the questionnaire are used as a basis for schools' individual action plans. The online questionnaire will be available on Hwb to all schools in Wales so that it can be used as one of the methods of measuring progress within this work.

Additional support and guidance

Officers from the four regional consortia will be responsible for providing advice and support to schools in implementing the framework. Regional consortia officers will also be responsible for promoting and monitoring development within schools as part of the support process.

Further guidance will be published in September 2019 which will offer practical support to schools to implement this framework. This will include examples of good practice, case studies, action plan templates, information about the online questionnaire and support resources for schools.

Annex: Outcomes and objectives

1. Leadership shown at whole school level.

- Senior management demonstrates a clear commitment to the development of the Welsh language and culture at a whole-school level.
- Whole school workforce understands the aim and objectives of the Welsh Language Charter (Siarter Iaith) and their role in supporting implementation.
- All learners at the school understand the purpose and importance of the Welsh Language Charter (Siarter Iaith) and their role in supporting the implementation.
- Parents/carers and the wider community of the school understand the purpose and importance of the Welsh Language Charter (Siarter Iaith) and their role in supporting its implementation.
- Governors ensure that the Welsh Language Charter (Siarter Iaith) is a central part of the school's plans and supports implementation.

2. Learners take ownership of the Welsh language and understand its relevance to everyday life.

- Learners encourage and support each other to take responsibility for the language.
- The school workforce is able to discuss the language with learners.
- Leadership given to the school council or learner group leading the Welsh Language charter on how to discuss the language and promote its use among their classmates.
- Learners have the opportunity to discuss the language and its relevance to everyday life

3. Schools encourage learners' use of the language outside the classroom and offer Welsh-language experiences across the curriculum.

- Learners use Welsh in various situations in school.
- The workforce ensures the use of Welsh across the curriculum (bilingual and English-medium schools).
- Enrichment activities and experiences offered in order to develop learners' use and enjoyment of Welsh.
- The school workforce encourages the use of Welsh outside the classroom.
- Welsh learners/Welsh Crew/Welsh language ambassadors encourage their classmates to use more Welsh outside the classroom.

4. The school workforce develops their Welsh language skills and uses Welsh with each other and with the learners.

- The school development plan includes a clear commitment to developing the Welsh language skills of the workforce.

- The school workforce takes advantage of opportunities to develop their Welsh language skills, in line with the professional standards.
- Learners support the wider school workforce in developing and using their Welsh language skills.

5. Work in partnership with the wider school community to support learners' use of Welsh outside school.

- Guidance given to learners about opportunities to use the language beyond school.
- Guidance for parents/carers to encourage them to support their children's language use outside school.
- Encouragement and support for learners to use Welsh through technology and social media.
- School community and community partners plan and work together to offer activities and opportunities for children and young people to use the Welsh language.

