Croeso i’r Ysgol Addysg

Welcome to the School of Education
Overview

1. Learning about the development and current status of Welsh language education

2. Learning about how Welsh teachers are trained at university, as well as in-service and professional support for teachers

3. Learning about the various models of Welsh medium education

4. Learning about the community involvement in Welsh medium schools

5. Observing some Welsh teachers and students in action.
United Kingdom
- population of 69.9 million
- UK Government in London

Wales
- population of 2.9 million
- devolved Government in Cardiff with limited law-making powers
In 1911, there were almost a million (977,000) Welsh speakers aged 3 and over in Wales. This decreased over the last century reaching a low of 504,000 in 1981. The number of people able to speak Welsh increased between 1981 and 2001, but subsequently decreased between 2001 and 2011. The numbers of people who spoke Welsh only declined over the last century and by 1981 only very small numbers remained.
‘The Welsh Knot’

Based on this short documentary, discuss what you have learnt about Welsh medium education in schools today (2.14)

http://www.youtube.com/watch?v=U0bgSbJUBG0
What is *bilingual* about bilingual education in Wales today: main features and characteristics

- ‘There exists a wide variety of bilingual education provision in Wales.

- In between basically monolingual Welsh and monolingual English schools in Wales, there is the widest variety of practice of bilingual education. The kaleidoscopic variety of bilingual educational practice in Wales makes the production of a simple typology inherently dangerous . . .

- No existing typology of bilingual education in Wales captures the full kaleidoscope of colours that exist.’
Defining schools according to Welsh medium provision

How do we define ‘Welsh-medium education’ or ‘bilingual education’ in Wales today?

Primary Schools
(3-11 years old)

1. Welsh-medium Primary School
   - Foundation Phase (3-7): all Welsh-medium
   - Key Stage 2 (7-11): at least 70% Welsh-medium

2. Dual Stream Primary School
   - Two types of provision exist side by side
   - Parents opt for either mainly Welsh-medium or mainly English-medium
Primary Schools
(3-11 years old)

3. Predominantly English-medium Primary School but with significant use of Welsh

- **Foundation Phase**: both languages, but with greater emphasis on English

- **KS2**: both Welsh and English used in teaching but greater emphasis on English (Welsh-medium for **20%**-**50%** of time)
Primary Schools
(3-11 years old)

4. Predominantly English-medium Primary School

- *Foundation Phase:* mainly through English

- *KS2:* English is the main medium of teaching – Welsh is taught as a second language. Less than 20% of teaching through Welsh
Secondary schools
(11-18 years old)

1. Welsh-medium Secondary School
- all subjects (apart from English) are taught through the medium of Welsh (but with some English terminology introduced)

2. Bilingual Secondary School
3 categories:
- at least $80\%$ of subjects taught through Welsh (excluding Welsh and English)

- $50\%$ - $79\%$ of subjects taught through Welsh (excluding Welsh and English)

- all subjects, except Welsh and English, taught to all pupils using both languages
Secondary schools
(11-18 years old)

3. Predominantly English-medium Secondary School with significant use of Welsh
- both languages are used in teaching, with 20%-49% through Welsh

4. Predominantly English-medium Secondary School
- pupils mainly taught through English
- Welsh is taught as a second language
- 1 or 2 subjects may be taught through Welsh (or using both languages) as an option
32.0% of primary schools have classes where Welsh is the sole or main medium of teaching (461 schools)

3.0% of primary schools have classes where Welsh is used as a medium of teaching for part of the curriculum (38 schools)

65.0% of primary schools have classes where Welsh is taught as a second language (913 schools)
Schools in Wales 2011-12

Welsh-medium secondary schools

56 schools (25%)

41,262 pupils

Total number of secondary schools: 221
Local Government and the Welsh Language

20.8% of the population of Wales could speak Welsh in 2001. The proportions vary significantly by local authority with the highest proportions seen in Gwynedd (69%), Isle of Anglesey (60%), Ceredigion (52%) and Carmarthenshire (50%). The lowest proportions are seen in areas such as Monmouthshire, Blaenau Gwent, Merthyr Tydfil and Newport (under 10%). However, the greatest increases in the number of people able to speak Welsh in Wales between 1991 and 2001 were seen in those areas with the lowest proportion of speakers.

The 1993 Welsh Language Act established the principle that in the conduct of public business and administration of justice in Wales, the English and Welsh Language should be treated on a basis of equality.

The Act had two main intentions:

- To make new provisions to promote and facilitate the language in Wales;
- To establish a Welsh Language Board.

The Act also made provisions for the preparation and approval of Welsh Language Schemes. A scheme is a document that outlines an organisation’s plans for developing its Welsh language provision in the following areas:

- Service planning and delivery;
- Dealing with the Welsh speaking public;
- The organisation’s public image.
iaith Pawb - A National Action Plan for a Bilingual Wales

National Action Plan which sets out a vigorous strategy to ensure that the Welsh Language is not only supported but also has the right environment to flourish.

The purpose of this Action Plan is to provide that national strategic framework.

In the Action Plan, the Assembly Government makes a public declaration of what we want to achieve for the Welsh language, what we shall do to achieve our goal and what we want and expect our partners to do to support us.

In each section we list the initiatives which we and our partners are taking forward which will support the national strategy and we make clear which body is responsible and accountable for that activity.

Document Download

iaith Pawb - A National Action Plan for a Bilingual Wales File Size: (1.231 84 KB)
‘Education and training have a crucial role to play in turning our aspirations for a bilingual Wales into a reality . . . The key areas to focus upon are practitioner supply at each level . . .

Plainly, it is crucial that there are sufficient teachers available to teach through the medium of Welsh, at all levels.’
A living language: a language for living - Welsh language strategy 2012 to 2017

This is the strategy for the promotion and facilitation of the use of Welsh language in everyday life.

Our vision is to see the Welsh language thriving in Wales. To achieve that, the strategy aims to see an increase in the number of people who both speak and use the language. Our six aims are:

- to encourage and support the use of the Welsh language within families
- to increase the provision of Welsh-medium activities for children and young people and to increase their awareness of the value of the language
- to strengthen the position of the Welsh language in the community
- to increase opportunities for people to use Welsh in the workplace
- to improve Welsh language services to citizens, and
- to strengthen the infrastructure for the language, including digital technology.

The strategy also emphasises the importance of our Welsh-medium Education Strategy as an essential component in producing the Welsh speakers of the future - alongside encouraging the use of the language in families.

Welsh Medium and Welsh Language Education have become increasingly important in Wales in recent times. Our education system has a key role to play to help realise the Welsh Government’s vision of creating a bilingual Wales.

Welsh-medium Education Strategy

http://wales.gov.uk/topics/educationandskills/allssectorpolicies/welshmededuca/?lang=en
Welsh-medium Education Strategy

This Strategy is a historic milestone in Welsh-medium education and sets the Welsh Government's national strategic direction.

It also sets the direction for making improvements in the teaching and learning of Welsh as a language, including, in particular, Welsh second language.

In 2007 the Welsh Government committed to 'creating a national Welsh-medium Education Strategy to develop effective provision from nursery through to further and higher education, backed up by an implementation programme'. In response to this commitment the Welsh-medium Education Strategy was launched in April 2010.

A copy of the Strategy is available through the link below.

Document Download

Welsh-medium Education Strategy [.pdf 330KB]
Welcome to the Welsh Language Commissioner’s website.

The Commissioner’s functions include:

- promoting the use of the Welsh language
- facilitating the use of the Welsh language
- working towards ensuring that the Welsh language is treated no less favourably than the English language by imposing duties on some organizations to comply with standards relating to the Welsh language
Welcome to the Parents for Welsh Medium Education website (RhAG)! RhAG works to improve Welsh-medium education for pupils the length and breadth of Wales. On our website, you can use the map to find a local Welsh-medium school for your children, download resources to help you in your fight for Welsh-medium education locally, keep up to date with developments and news on Ceri’s blog (our Development Officer), or share your experiences with other parents on our special forum, ‘Maes Rh’. We depend on parents like you to help us fight for Welsh-medium education - join us!

Lynne Davies, RhAG Chair.

what's new...

Downloads:
Polisi Cynaliadwyedd_Adolywyd Ebrill 2013...
RhAG Evidence for the Committee of Experts on the European Charter for... 
The Growth of Welsh Medium Education 2012-2020...
Adroddiad Blynyddol 2011-12...
Booking Form 2012 Conference...
Invitation Conference & AGM 2012...
Rhifyn Arbenig Rhagolwg...
Special edition Rhagolwg...
RhAG Annual Report 2010-2011...
The benefits of Welsh medium education

At least 60 percent of the world speaks more than one language in their daily lives. So bilingualism is perfectly natural and is something children have no difficulty mastering. A Welsh medium education will allow your child to become one of this worldwide majority.

Research has shown that bilingualism and indeed multi-lingualism help children to develop mental agility, keenness and alertness. It has also been shown that children in Welsh medium education often develop written skills more effectively than those in English medium schools due to their thorough awareness of two languages.

They will find it a lot easier, too, when they go on to study foreign languages as their background has given them an understanding of the structure of language.

The government has accepted the arguments for a bilingual society, and more and more jobs demand the ability to speak Welsh.

The Welsh language opens the door to the whole wealth of Welsh culture and history and reinforces children’s sense of belonging to their community.

Welsh medium education will challenge your children, and challenge them for the better.
Bilingual Education: the School Curriculum
Foundation Phase for 3 to 7-year-olds

The Foundation Phase is a developmental curriculum for 3 to 7-year-olds in Wales and integrates Desirable Outcomes with Key Stage 1 of the National Curriculum.

The Foundation Phase encourages children to be creative, imaginative and to have fun, making learning more enjoyable and more effective. Children are given opportunities to explore the world around them and understand how things work by taking part in practical activities that are relevant to their developmental stage.

The curriculum focuses on experiential learning and active involvement through seven Areas for Learning:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The Framework for Children’s Learning for 3 to 7-year-olds in Wales sets out the curriculum and outcomes under the seven Areas for Learning.

Related Links

Framework for Children’s Learning for 3 to 7-year-olds in Wales

This document sets out the Welsh Government’s requirements for the Foundation Phase for 3 to 7-year-olds in Wales.

Foundation Phase

The Foundation Phase is the statutory curriculum for all 3 to 7 years old children in Wales in both maintained and non-maintained settings.

Seven Areas of Learning

The Foundation Phase has seven Areas of Learning, where stimulating structured play activities can be woven into the learning experiences.

http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/foundationphase/;jsessionid=E44FF7D2215C26A8FEC1BDBEC0BD3B71?lang=en
Curriculum documents for pupils between 3-7 years old
Curriculum documents for pupils between 7-16 years old
What is the Curriculum Cymreig and why is it important?

The Common Requirements of the School Curriculum in Wales provide that:

‘Pupils should be given opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.’

Bilingual Education in Schools in Wales Research Project

Background
Bilingual education (i.e. Welsh and English) occurs widely in Wales. By now, considerable variation exists in the provision of bilingual education and, as in the case of minority languages in other European regions, bilingual education in Wales is a combination of education in heritage language (Welsh Language 1) and immersion education (Welsh Language 2). Because the bilingual education throughout Wales is characterised by “kaleidoscopic variation” (Baker 1993), teachers use a wide variety of teaching methods in bilingual classrooms.

Research
The Bilingual Education in Schools in Wales research project is the first comprehensive survey of its kind on methods of bilingual teaching and learning in Welsh medium primary and secondary schools.

The research was driven by two questions: (1) How are two languages used for teaching and learning in Welsh/English bilingual classrooms? (2) Are there associations of two language allocation that can be identified from classroom analyses?
Location of research schools

% who speak Welsh, 2001 Census

38 schools:
17 secondary schools
21 primary schools

14 Local Education Authority

100 lesson observations:
55 secondary school lessons
45 primary school lessons

52 interviews:
31 secondary schools interviews
21 primary school interviews
Language Allocation in KS2
7-11 year old

\( n = 17 \) school

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‘It is generally accepted that at least around 70% of curricular time should be through the medium of Welsh if learners are to acquire a sufficiently sound command of the language to enable them to use it across a broad range of contexts with confidence and fluency. The Welsh Assembly government accepts this guiding principle for Welsh-medium schools at primary and secondary level.’
Language arrangements in the classroom: one language or two languages?

Language arrangements in the classroom are varied and can include:

- using **one language** in the classroom for bilingualism (*separate bilingualism*) or

- using **two languages** in the classroom for bilingualism (*flexible bilingualism*)
Kaleidoscopic variety': Bilingual Education in Wales Today
Bryn Jones  b.jones@bangor.ac.uk
Prifysgol Bangor University

1. Introduction
a) Alongside other countries where bilingual education thrives, Wales has a long and distinguished history of minority language education and shares international leadership of bilingual education policies and practices.
b) By today, an ever increasing number of learners from non-Welsh speaking (and non-English speaking) homes taking advantage of the bilingual provision, bilingual education (i.e. Welsh and English) in twenty-first century Wales is a mix of heritage language education and immersion education.
c) That there is a ‘kaleidoscopic variety’ of bilingual educational practice (Rakor, 1993: 10) across Wales with many classrooms containing differing balances of L1 minority and L2 majority learners - means that a wide variety of approaches are utilized by teachers.
d) Language arrangements in this study refer to how the languages of a bilingual education curriculum are arranged either by strictly separating them or by using the two languages flexibly (Lassina, 2009: 201).

2. Methodology
a) The aim of the research was to map existing practices in the use of two languages in 100 classroom lessons in a purposeful and varied sample of primary and secondary schools across Wales.
b) The style of research was multi-method, collecting data and evidence by both quantitative and qualitative approaches.
c) This included non-participant observation in classrooms focusing on strategies in respect of the use of two languages in the classroom (e.g. attempt to separate languages, translation, scaffolding for non-fluent pupils, translanguaging).

3. Procedure
a) All schools in Wales that use Welsh as a main medium of instruction were considered during the planning stage of the research.
b) The final selection was based on a sample of secondary schools and feeder primary schools across Wales, representative of different geographic and socio-linguistic contexts.
c) Between December 2007 and February 2008, a total of 100 lessons were observed in 25 schools (65 lessons in 10 secondary schools, 40 observations in 15 primary schools).
d) The proportion of lessons in each age group was as follows: Age Group 5-7 years (17%), Age Group 7-11 years (23%), Age Group 11-14 years (24%), Age Group 14-18 years (23%), Age Group 18-21 years (9%).
e) Lesson observations were undertaken in the following subjects: Inter-disciplinary 3-7 years (17%), Mathematics, Science 7-10 years (22%), Arts & Humanities 7-10 years (35%), Vocational, Practical 7-18 years (26%).

4. Participants

5. Results
a) While categorising the use of two languages is not straightforward (Jones and Lewis, 2012) lessons tended to use a particular language arrangement that could be defined and counted.
b) Thus the categories used were: translanguaging (including translation for the whole class), translation for L2 learners (translation of subject-related terminology), teachers’ response to the language input of the pupil and combinations of concurrent use of two languages.

6. Discussion
a) From the perspective of flexible language arrangements utilized by teachers in the survey, a combination of translation for the whole class (17%) and translanguaging (16%) were seen to be the most prevalent.
b) Other purposeful use of two languages included lessons featuring either translation for L2 learners (11%), introduction of bilingual subject-related terminology (14%) or a combination of these (14%).
c) In reference to the use of predominantly one language in the classroom (for example use of L1 Welsh in maintenance classrooms and use of L2 Welsh in immersion classrooms), this reflects the fact that bilingual education in Wales for pupils between the ages of three and seven usually means instruction primarily through the medium of Welsh.
d) Further research is needed to establish which are the most effective ways of organizing bilingual provision to improve achievement and understanding in the classroom.

References
Figure 2: Observation of teacher’s language arrangement in the classroom
In ‘translanguaging’, the **input** (reading or hearing) tends to be in one language, and the **output** (speaking or writing) in the other language.

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**Diet and Eating Habits in the Stone-Age**

**Daily Diet Based on Animal Foods**

During the Paleolithic period of the Stone Age, humans were hunter-gatherers whose diet foods included both the animals and plants that were part of their natural environment. Fossil evidence from groups of hunter-gatherers suggests that the daily diet was derived primarily from animal based foods. In particular, they enjoyed animal organ meats like the liver, kidneys, and brains - meat-foods that are extremely rich sources of nutrition. Stone Age humans didn’t consume much dairy food, nor did they eat high carbohydrate foods such as legumes or yeast-containing foods, or cereal grains.

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**writing**

(Welsh)

1. Byddant byth yn gwasanaethu an理liaid
2. Byddant yn llosi esgyrn drug
3. Roeddyn nhw yn bygda bron a tu fawnn esgyrn
4. (mar)
5. Roeddyn nhw yn gweld plantigion fel rydym ni yn gweld llwydd
6. Roeddyn nhw yn bygda organau fel law, arenau ac yr ymenydd
7. Mi rysyn nhw ei goginio/berwi o dan tan.
‘Despite curricular arrangements that separate languages, the most prevalent bilingual practice in the bilingual education classrooms is that of translanguaging.’

(García, 2009: 304)
Publications


Bangor University
Teacher Training Provision
Primary Education BA (Hons) Leading to Qualified Teacher Status

This 3-year Primary Education degree will qualify you to teach in a primary school. It is designed to respond to the government's criteria for initial teacher training. You will gain a broad grounding in the whole primary curriculum, choosing to specialise in the Foundation Phase (3-7), or Key Stage 2 (7-11) in year 3.
Primary Education (Postgraduate Certificate in Education - PGCE)

North and Mid Wales Centre of Teacher Training

Aberystwyth and Bangor Universities have joined forces to provide Initial Teacher Education for North and Mid-Wales. The North and Mid-Wales centre of Teacher Education, one of three national centres, trains primary and secondary teachers.

The centre is managed jointly by both institutions and works with primary and secondary schools across the regions. This collaboration is set in the context of a wider strategic partnership between Aberystwyth and Bangor Universities regarding Research and Enterprise.

PGCE Course Overview

The PGCE Primary programme has been designed to provide trainees with a variety of challenging experiences with a continuum of university and school work, in order to prepare trainees to become primary teachers and to enable them to meet the standards for Qualified Teacher Status. Trainees can opt to follow either the Foundation Phase or Key Stage 2.

Secondary Education (Postgraduate Certificate in Education - PGCE)

Already have a degree? Why not consider a postgraduate certificate in education?

Teaching is an important and increasingly popular choice for a rewarding career. Being a teacher is about developing relationships with your pupils and inspiring them to learn. Secondary teachers work with children between the ages of 11 and 18. Teaching is a rewarding profession in more ways than one, offering fantastic career prospects and development opportunities.
Standards for Qualified Teacher Status (QTS)

Trainees choose 1 of the following language pathways:

- **Pathway 1** – for Welsh-medium students, who study Welsh (First Language) and English modules

- **Pathway 2** – for Welsh learners, who follow their programme through the medium of English but study Welsh (Second Language) within modules
Bangor University provision: Training for Secondary School Teaching

Students are trained to teach their subjects

- either through the medium of Welsh and/or in bilingual settings
- or through the medium of English
Welsh Colleges Scheme

To teach non Welsh-speaking primary school trainee teachers enough Welsh to be able to introduce Welsh as a Second Language to the primary school children of Wales.
Hwb - the all Wales Learning Platform

Supporting national action to:

- encourage, support and prepare teachers to share digital practice
- develop a national collection for creating, storing and sharing digital resources.

LATEST NEWS

E-Safety
11 JUN 2013
The UK Safer Internet Centre is running workshops

Hwb redesign
04 JUN 2013
We are pleased to have released the next iteration of the Hwb platform.

PARTNER SITES

- Learning Wales
- My Local School
- Welsh Government

LATEST RESOURCES

- Flooding in Wales
  These resources look at flooding in Wales
  APR 13

- The Seasons
  MAR 13

https://hwb.wales.gov.uk/Home/Pages/Home.aspx

Online bilingual resources for teachers
Cognitive academic language proficiency (CALP) : bilingual terminology
Teachers Courses

- **AS/A Applied Science**
  - Applied Science GCE A/AS

- **GCSE Additional Applied Science**
  - Additional Applied Science GCSE

- **Level 1 and 2 Certificate in English Language and English Literature**
  - English Language Level 1 / 2 Certificate

- **National Conference for Primary Teachers of Welsh Language**

- **National Conference for Primary Teachers of Welsh Second Language (English Medium)**

- **National Conference for Secondary Teachers of Welsh First and Second Language**

- **Preparing students for exams: how WJEC data can help raise standards**
  - Session 1: 4.00pm - 5.30pm
  - General

- **Preparing students for exams: how WJEC data can help raise standards**
  - Session 2: 6.00pm - 7.30pm
  - General

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by subject:
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Search
Two languages from Day 1

Twf offers free advice to parents on raising children in 2 languages from day 1.
Mudiad Meithrin

Mudiad Meithrin is a voluntary organisation specialising in Welsh-medium early years provisions. It aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.

Martyn Geraint
Dewin a Dotti
"Ffrindiau, Dewin a Fi"
Gwyl Feithrin 2013

June 10 - 16
HOW SAFE IS YOUR COOKING?

Food Safety Week 2013

Support us

Camau Bach
Aberystwyth

http://www.mym.co.uk/index.cfm
Welsh -medium early years provisions
Our work

The Coleg’s Function
The Coleg’s main aim is to increase, develop and broaden the range of Welsh medium study opportunities at universities in Wales. In addition to funding high quality modules and resources for the Welsh medium sector, the Coleg will further build upon the previous work accomplished by the Centre for Welsh Medium Higher Education and will aim to develop effective collaborative partnerships, extend the range of academic provision, and train a new generation of lecturers for the future in partnership with universities.

The Coleg will place the Welsh language, Welsh culture and scholarship in Welsh at the heart of its operations while planning, developing and implementing its strategy. The Coleg, through its agreements with institutions will ensure that all funds allocated through the Coleg for Welsh medium education are used appropriately, and will ensure that this funding is additional to current institutional spending from their own budgets.

Welsh medium Higher Education
Welsh medium television
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