CYNGOR GWYNEDD COUNCIL

GWYNEDD SECONDARY SECTOR LANGUAGE STRATEGY

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CONTENTS

1. Foreword

2. Cymraeg 2050

3. Gwynedd Language Strategy

4. Background and context

5. Gwynedd Welsh in Education Strategic Plan

6. The Gwynedd Primary Schools Welsh Language Charter

7. Preparing the ground in the Secondary Sector

8. Implementing the Gwynedd Secondary Sector Language Strategy

9. Vision

10. Objectives

    - Objective 1: Leadership and Expectations
    - Objective 2: Ethos
    - Objective 3: Young People
    - Objective 4: Training
    - Objective 5: The Role of Language Departments
    - Objective 6: Curricular experiences
    - Objective 7: Bridge learners
    - Objective 8: The School and the Community

11. Monitoring arrangements

12. Appendices

FOREWORD

Since the launch of the Welsh Language Charter in Gwynedd, pioneering work has taken place in our primary schools to influence children's social use of Welsh. In order to ensure firm succession for the Charter, it is our pleasure to introduce the Secondary Sector Language Strategy which will provide clear guidance to our secondary schools about the techniques to change language practices and the different ways of influencing the social language of pupils within and outside the school.

This Strategy was created under the guidance of Carys Lake, Leader of the Gwynedd Secondary Language Centre and with the co-operation of a working group of secondary heads and deputies and Gwynedd Council officers. The working group represented a range of secondary schools which vary in terms of geographical locations, size, background and language context.

Secondary learners from different linguistic backgrounds provided valuable and enthusiastic input to the Strategy, including native Welsh-speakers, fluent learners and more basic learners. These visits to groups of pupils was an opportunity to discuss all sorts of ideas. The infectious enthusiasm of these pupils left a particular impression.

Planning and implementing this Strategy effectively will ensure consistent high standard action to promote informal oral Welsh by learners in our secondary schools. It addresses and gets to grips with those challenges in the field including the impact and influence of factors such as social media and global commercial influence. It sets an agreed clear vision and includes clear action routes which include accountability to delivering that vision.

In order to implement this Strategy, it is essential that all the stakeholders, including schools, teaching and administrative staff, Gwynedd Council Elected Members, parents and pupils not only subscribe to it but also embrace it as a tool which will ensure that Gwynedd leads the way in terms of contributing to realising Welsh Government's vision of a million Welsh-speakers.

Gwynedd Council is committed to supporting Welsh Government's strategy to reach the aim of a million Welsh-speakers by 2050 ensuring that there are opportunities in every stage of an individual's life to learn Welsh and to learn through the medium of Welsh. As part of the effort to reach that aim, Gwynedd Council was asked specifically to collaborate with Welsh Government to disseminate the practices of the Primary Language Charter throughout Wales. It is, therefore, exciting to announce that Gwynedd Council has developed a Secondary Sector Language Strategy as an effective planning tool, building on the success of the Primary Language Charter, to lead to further increase in the pupils' social and curricular use of Welsh.

Gareth Thomas,
Cabinet Member for Education

CYMRAEG 2050

Cymraeg 2050 is the most recent policy document by Welsh Government for the Welsh Language, and it was published in 2017. The Government's vision is to create a million Welsh speakers by the year 2050, and the Government believes that there are two main methods of achieving this goal, namely:

- transmitting the Welsh Language from one generation to the next
- developing and sustaining skills through education and training.

Setting a long-term target reflects the fact that activity aimed at increasing the number of speakers does not happen overnight: Language planning is a long-term endeavour. As well as achieving a million Welsh speakers by 2050, the Welsh Government has states the following overarching targets for the strategy:

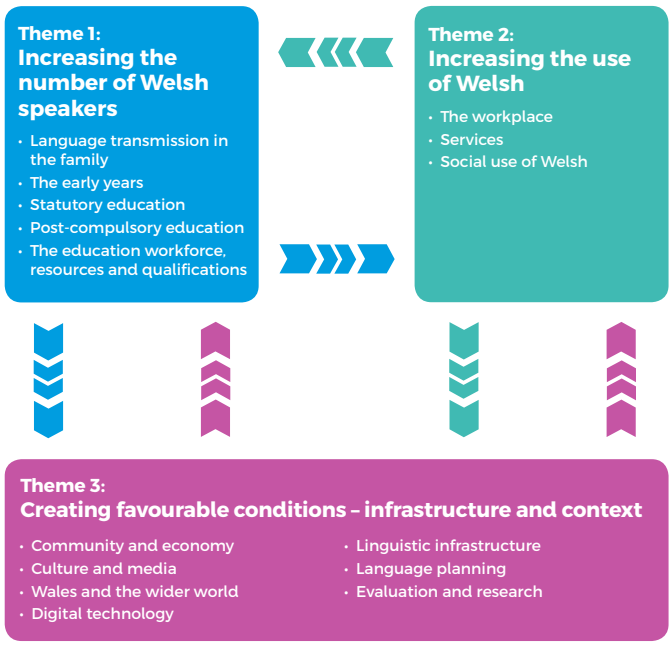
- The number of Welsh speakers to reach 1 million by 2050.
- The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent in 2013-15) to 20 per cent by 2050.

In addition, the Welsh Government has identified three strategic themes in order to realise their vision by 2050, namely: order to realise this vision, the Welsh Government has identified the need to take action under the three themes and also understand the interdependencies between them.

In addition, Welsh Government has identified three strategic themes to deliver its vision by 2050, namely:

1. Increasing the number of Welsh speakers
2. Increasing the use of Welsh
3. Creating favourable conditions – infrastructure and context

The three themes are interdependent, and therefore also the aims under each theme:



GWYNEDD LANGUAGE STRATEGY

This Strategy's Vision is:

To see the Welsh Language thriving in Gwynedd

Through the Strategy the following experiences are sought to be realized:

- Children, young people and families appreciating the Language and using the Welsh Language in all aspects of their lives.
- The Welsh language being a natural medium within the communities of Gwynedd and an increase in the numbers using the Welsh Language regularly
- Welsh communities empowered to support the Language and the decline within certain communities being slowed down/prevented
- Services in Wales are broadly available in the Welsh language and are being used easily and without impediment
- The Welsh Language safeguarded as the Language of work and all workers having the opportunity and ability to use the Welsh Language in their work.
- The Welsh language being integrated naturally in economic, housing and planning schemes locally and nationally.
- Confidence, positive attitude and good awareness of the Welsh language and its use and value in all parts of life in the County.

A new version of the Gwynedd Language Strategy is about to be published. The new strategy will incorporate priorities within Cymraeg 2050, the Gwynedd Well-Being Plan, the Council's Strategic Plan, as well as the objectives of the Gwynedd Secondary Sector Language Strategy.

BACKGROUND AND CONTEXT

The Census is the main source of data for analysing the current position of the Welsh Language. The results of the 2011 Census disclosed that 562,000, (or 19%) of the population of Wales can speak Welsh. This total reflects a reduction since the 2001 Census, which was the first National survey to record an increase in the number and percentage of the population who could speak Welsh, with the numbers having risen from 508,100, (or 18.7%) in 1991, to 582,000, (or 20.8%) in 2001.

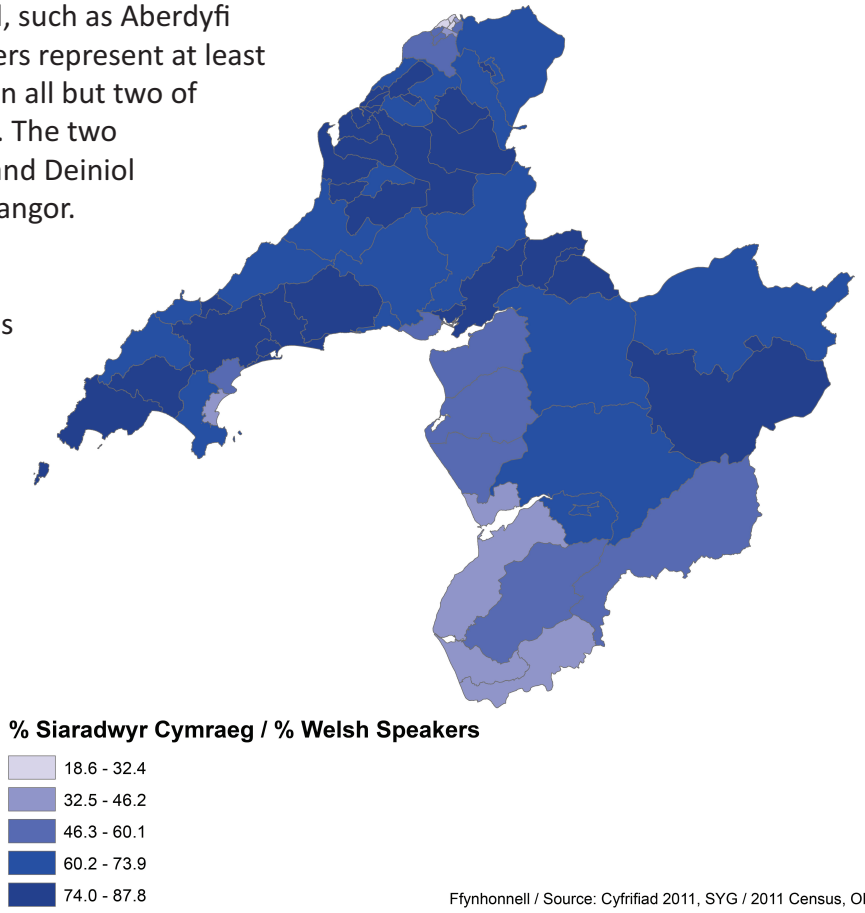
The 2011 Census shows a reduction in the number of Welsh-speakers in 18 of the 22 counties of Wales, with this decline at its highest in the Western counties of Anglesey, Gwynedd, Ceredigion, and Carmarthenshire, as the following table illustrates:

COUNTY	2001		2011		CHANGE	
	NO	%	NO	%	NO	%
Gwynedd	77,846	69%	77,000	65.4%	-846	-3.6
Anglesey	38,839	60.1%	38,568	57.2%	-352	-2.9
Ceredigion	37,918	52.0%	34,964	47.3%	-2,954	-4.7
Carmarthenshire	84,196	50.3%	78,048	43.9%	-6,148	-6.4

In addition, there was a growth of 153,000 in the population of Wales between 2001 and 2011, and the majority of this growth can be attributed to inward migration. Between 2001 and 2011, Gwynedd saw an increase of 4,700, (or 4%) in its population. Despite the increase in its population, Gwynedd remains the county with the highest percentage of Welsh speakers, and the Language is at the heart of everyday life here.

The 2011 Census shows that the percentage of people who can speak Welsh varies significantly across the county, with Llanrug (87.8%) and the Peblig ward in Caernarfon (87.4%) providing the highest percentage. The percentages are much lower in the Bangor area (36.4%) and in the coastal areas of Meirionnydd, such as Aberdyfi (35.5%). Despite this, Welsh-speakers represent at least 30% of the permanent population in all but two of Gwynedd Council's electoral wards. The two exceptions are the Menai (18.6%) and Deiniol (22.8%) wards, which are both in Bangor.

The 2011 Census also suggests signs of change in the language's traditional heartlands, with the most prominent changes taking place in those communities where over 70% of the population are able to speak Welsh.



Ffynhonnell / Source: Cyfrifiad 2011, SYG / 2011 Census, ONS

Having previously decreased from 61 to 42 between 1991 and 2001, the number of electoral ward sin Gwynedd in which over 70% of the population could speak Welsh had fallen further to 39 by 2011. According to the 2011 Census, the three ward sin which the number of Welsh speakers fell to below 70% between 2001 and 2011 are: Felinheli, Dolbenmaen and Dolgellau (South).

A change in the age structure of the population in Gwynedd has been seen between 2001 and 2011 also, with a reduction in the percentage of children and young people in the 0-15 age group as the following table shows:

AGE	CHANGE
0-15	-7.7%
16-64	+4.6%
65+	+13.9%

According to the 2011 Census, there are 16,866 children and young people 3-15 years old living in Gwynedd, which reflects 14.3% of the whole population. Of these, 1,997 or 73% of 3-4 year old children are able to speak Welsh and 13, 038 or 92% of 5-15 year old children are able to speak Welsh.
The above data indicates the success of the Gwynedd Education Language Policy to develop language skills amongst young people. However, the Census cannot tell us much use is mad of the Welsh language on a daily basis outside of the school gates.

GWYNEDD WELSH IN EDUCATION STRATEGIC PLAN

The Education Department's Language Policy sets the ambitious objective of ensuring that all pupils in the county possess appropriate language skills in Welsh and English, to enable them to become full members of the bilingual community to which they belong. This matches the principal objective of the Welsh Strategic Plan namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards and promote our children and young people's use of Welsh as a social language.
The vision is to ensure that children and young people achieve the highest standards so as to maintain the language, culture and economy locally.

In order to realise this vision, there are seven outcomes in the Gwynedd Welsh in education Strategic Plan, namely:

1. More seven-year-old children being taught through the medium of Welsh
2. More learners continuing to improve their Language skills on transfer from primary to secondary school
3. More students aged 14-16 studying for qualifications through the medium of Welsh
4. More students aged 14-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.
5. More students with advanced skills in Welsh
6. Welsh medium provision for learners with additional learning needs (ALN)
7. Workforce planning and continuing professional development

Outcome 2: More learners continuing to improve their Language skills on transfer from primary to secondary school

Gwynedd has four main objectives to achieve this outcome:

- Ensure cross-county consistency through ensuring that every pupil who has achieved level 3+ in Welsh at the end of KS2 continues with Welsh as First Language in Y7 and receives a Welsh as First Language assessment at the end of KS3, and thus increasing the % assessed in Welsh as First Language at the end of KS3.

- Improve progression at KS3 to have a positive impact on the % who progress to sit GCSE examination in Welsh as first language.
- Every school to use the language cohorts for language planning for use of Welsh as a learning medium so as to ensure continuity or improvement in language cohort amongst individual pupils.
- Further strengthen the role of the Primary Language Co-ordinators and Secondary Language Co-ordinators in language planning and follow-up planning.

The table below shows the percentage of pupils that have achieved level 3+ at the end of KS2:

	2010	2011	2012	2013	2014	2015	2016
LEVEL 3+	95.0%	95.0%	95.1%	96.8%	96.9%	97.4%	98.3%

The data in the table above can be compared with the following table that shows the percentage of pupils that are assessed in Welsh First Language at the end of KS3:

	2010	2011	2012	2013	2014	2015	2016
GWYNEDD	81.7%	83.0%	86.1%	82.5%	81.2%	83.2%	83.7%

A reduction in the percentage is seen over each of the years.

Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh

Outcome 4: More students aged 14-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.

Gwynedd has seven main objectives to achieve this outcome:

- Ensure that all Gwynedd Secondary Schools respond to the Learning and Skills Bill requirements and have utilised collaborative partnerships.
- Further increase percentage of pupils who continue to study their subjects in Welsh or bilingually at KS4 up to sitting external examinations.
- Collaborate with the main stakeholders to ensure that the provision provides access to bilingual provision across the vocational subjects and Welsh Baccalaureate at KS4.
- Ensure that collaborative vocational courses funded through the 14-19 Network grant are available in Welsh/bilingually [including any courses provided by the Colleges].
- Ensure that the Partnership Groups and 14-19 Network Quality Sub-group monitors language progression in the courses provided.
- Monitor registrations data for external examinations through the medium of Welsh from every establishment (including Vocational partnership courses at the Colleges). Set Progress Targets for every partnership establishment/course.
- Monitor the language medium of KS4 and KS5.

Similarly, the aim will be to ensure that every pupil who has achieved level 3+ in Welsh at the end of KS2 receives an assessment in Welsh as a first language at the end of KS4. Though this percentage is high compared with the rest of Wales, there is some way to go to achieve the county's aim in full, as the following table shows:

	2010	2011	2012	2013	2014	2015	2016
% sitting Welsh first language	81.7%	83.0%	86.1%	82.5%	81.2%	83.2%	83.7%
% A*-C	70.9%	74.4%	76.4%	72.6%	73.3%	78.8%	76.3%

The information about language cohorts will also be of assistance for secondary schools to plan linguistically to use the Welsh language as a medium for learning. The following table shows the percentage of Year 11 pupils who are studying two or more qualifications through the medium of Welsh:

	2010	2011	2012	2013	2014	2015	2016
% who are studying two or more qualifications through the medium of Welsh	78.1%	78.8%	79.1%	82.0%	87.5%	82%	79.4%

The following table shows the percentage of Year 11 pupils who are studying five or more qualifications through the medium of Welsh:

	2010	2011	2012	2013	2014	2015	2016
% who are studying five or more qualifications through the medium of Welsh	60.8%	64.7%	67%	71.3%	73.3%	74.9%	69.4%

The following table shows that the percentage of pupils in Gwynedd who are studying Second Language Welsh courses and who sit a Second Language Welsh exam at the end of KS4 is relatively small:

	2010	2011	2012	2013	2014	2015	2016
% sitting Second Language Welsh at KS4	17.6%	16.5%	15.2%	15.1%	15.1%	16.7%	16.7%

Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)

Gwynedd has three main objectives to achieve this outcome:

- Continue to provide Welsh medium and bilingual education for ALN pupils, through every stage in their education journey.

- Plan around the needs of children and young people and their families.
- Implement Gwynedd and Isle of Anglesey ALN and Inclusion Strategy.

All pupils with Additional Learning Needs have access to Welsh medium services in Gwynedd. Welsh medium and bilingual provisions and services are available for the entire range and variety of SEN.

Outcome 7: Workforce planning and continuing Professional development

Gwynedd has four main objectives to achieve this outcome:

- Through the Welsh Medium and Capacity Building Network (cross-authority strategy group), continue to collaborate with Bangor University to ensure that the Welsh Sabbatical Scheme is strategically used to meet schools requirements.
- Strengthen staff's language profile at specific schools.
- Develop the workforce Welsh language skills.
- Continue to follow the Authority's policy when placing advertisements stating that it is a requirement that post holders can communicate in Welsh and English to an appropriate level in the post.

When advertising posts, the Authority states that post holders should be able to communicate in Welsh and English to an appropriate level in the post.

The Authority ensures that staff who need to increase and improve on their language skills receive encouragement and support to develop their bilingual skills up to teaching standard.

The Authority also promotes Continuous Professional Development that supports training for secondary teachers in the methodologies of bilingual teaching and learning, utilizing examples of existing good practice in a number of schools and recent research when doing so.

To accompany the Strategic Plan - Welsh in Education, the Services Scrutiny Committee held a Welsh-medium Education Scrutiny Investigation, and submitted a series of recommendations based on evidence collected as part of their research to the attention of the Cabinet Member for Education for implementation.

Similarly, the Education Department commissioned a report by Alun Charles on strengthening and reconciling the implementation of the Gwynedd Education Language Policy, together with what exactly is meant by bilingual teaching and learning where that is underway.

Several recommendations from these reports have already been delivered through the Gwynedd Welsh in Education Strategic Plan. Secondary School heads have also come together to ensure better clarity in the way they define their schools linguistically and the results of that work can be seen in Appendix 1.

The aim of this Secondary Sector Language Strategy, therefore, is to bring the plans and recommendations from those reports together in a coherent way, in the context of the curricular element of the Strategy.

GWYNEDD PRIMARY SCHOOLS WELSH LANGUAGE CHARTER

We know that for the Welsh language to survive in Gwynedd it has to be a current and relevant medium for children and young people in their everyday lives. In order to achieve this, and as a result of collaboration between Hunaniaith, Gwynedd Education Department and the Welsh Government, the Gwynedd Primary Schools Welsh Language Charter was developed.

The aim of the Charter is to promote children's social use of the Welsh Language; in a nutshell encourage and compel the children of Gwynedd to speak Welsh. The Charter is now in action in all Gwynedd primary schools.

The Charter was developed as a result of the data and evidence collected as part of the work on the Linguistic Impact Assessment of the Gwynedd Primary Schools Reorganisation Scheme in 2008. In the report, details were given of the language used in the classroom, in the canteen and in the school yard in all Gwynedd primary schools.

The Gwynedd Primary Schools Welsh Language Charter has been operational since its launch at the C-Ffactor conference in Nant Gwrtheyrn in 2011, and the process of validating the schools' achievement in meeting the requirements of the Charter's bronze, silver and gold awards has already been implemented. The Charter's main objective is to increase children's social use of Welsh by means of an action plan and a series of criteria that schools must implement in order to take a step towards obtaining an award for establishing and embedding strong and positive linguistic practices among the children.

In order to support the schools to achieve the Charter's requirements, and implement schemes that will encourage children to speak Welsh and nurture positive attitudes towards the Language, a new post was established in 2013, jointly between the Welsh Government and Gwynedd Council, to co-ordinate the work.

In order to assess to what extent the Charter delivers its aim of getting children to speak Welsh, a language web was developed, which is an on-line questionnaire which asks a series of questions about the children's language practices. The language web is held twice a year, and the following table shows the percentage of KS2 pupils who have noted in the language web that they use Welsh on the school-yard. :

	AT ALL TIMES	OFTEN	SOMETIMES	VERY LITTLE	NEVER
Gwynedd	41.2	27.8	19.7	7.3	3.9
Bangor	27.6	32.9	26.7	9.4	3.4
Caernarfon	60.6	24.1	11.2	2.8	1.3
Dolgellau	12.5	17.0	32.1	19.9	18.6
Ffestiniog	44.2	32.9	17.7	3.6	1.6
Llŷn	44.5	29.8	16.6	6.0	3.0
Penllyn	56.5	21.5	17.3	2.1	2.6
Porthmadog	39.5	32.4	20.0	6.1	2.0
Tywyn	6.5	19.6	33.9	25.6	14.3

As a result of the success of the Language Charter in Gwynedd, that Charter is now a national scheme funded by Welsh Government through the four Regional Education Consortia, with Co-ordinators supporting the work in each one.

PREPARING THE GROUND IN THE SECONDARY SECTOR

Simultaneously, work was also commissioned to Trywydd, in support of the work of the Charter in primary schools via the Council's Strategic Plan, to carry out an audit of the social linguistic habits amongst young people in Gwynedd's secondary schools.

This was in response to observations received from young people during the consultation process on the Draft Action Plan of the Gwynedd Language Strategy 2010-2013 that highlighted, that in some areas of Gwynedd Welsh was the medium of education only, with insufficient social opportunities for young people to use the language beyond schools' hours.

Trywydd undertook the research work by visiting every secondary school for an entire day in order to hold a whole-school survey. Broad and representative focus groups were arranged with all stakeholders of the schools and an electronic quantitative questionnaire was carried out with Year 9 pupils in every school. In addition to the research days, additional meetings were held during the period of the research with Hunaniaith, Primary Schools Language Charter Co-ordinator, community leaders in the county (the Urdd, YFC, Youth Service, Leisure Centres) and the Gwynedd Council Increasing the Social Use of the Welsh Language Working Group.

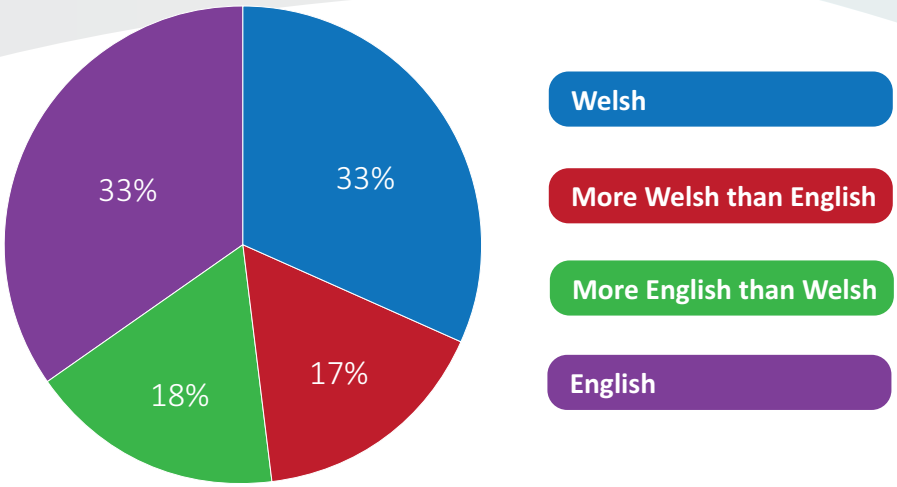
The findings of the work by Trywydd varied greatly between the different schools and areas; however, seven main fields were identified for the county-level outcomes, as follows:

1. The need to define the linguistic nature of the schools and to ensure clarity
2. The way in which the schools promote and facilitate the use of the Welsh language
3. The variances which exist in relation to language use and the curriculum
4. Pupils' use of the language outside the classroom
5. The factors which influence the children's language use (the home/family, peers, the community, linguistic confidence, language practices)
6. Attitudes towards the Welsh language
7. The Welsh language outside the school

Trywydd identified that, apart from those schools where Welsh is completely natural to a vast cohort of pupils, in general across the county, social use of Welsh is stronger in the most formal contexts where the school's linguistic boundaries and expectations are set clearly for everyone, and where they are consistently put to work. Year 9's responses create a picture of the pupils' social use across the school.

When there are no teachers nearby, which language do you usually speak with your friends on the school corridors?

(Sample: All Gwynedd Year 9 Pupils)

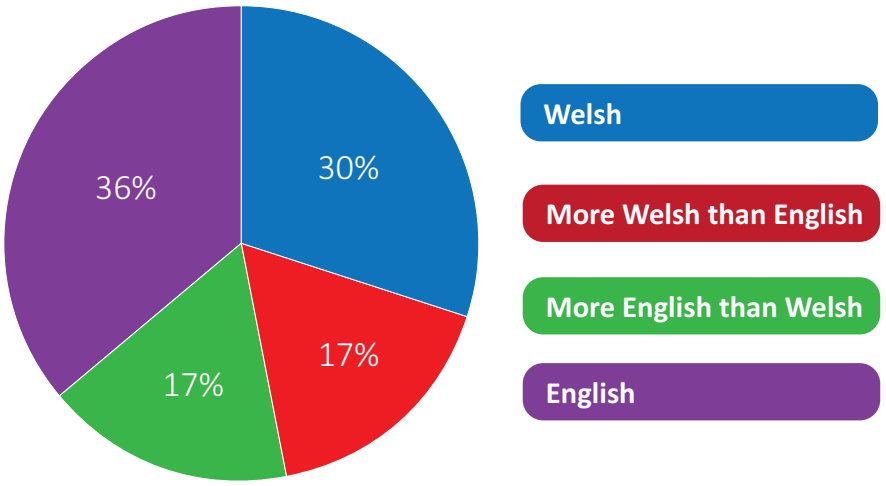


In terms of the number that noted they speak Welsh with their friends on the corridors, compared with the all-Gwynedd figure above of 32%, the percentage in 8 of the county's schools is higher than this figure, with 65% in one school noting that Welsh is spoken among friends on the corridors, and not only because teachers are around.

In terms of the percentage of those who noted that they speak Welsh with their friends on the school-yard, compared with the all-Gwynedd figure above of 30%, the percentage in 8 of the county's schools is higher than this figure, with 62% in one school noting that Welsh is spoken between friends on the school-yard, and not just because teachers are around.

When there are no teachers around, which language do you usually speak with your friends on the schoolyard?

(Sample: All Gwynedd Year 9 Pupils)



The findings of the work by Trywydd, reflect and reiterate what Welsh Government identified in Cymraeg 2050, namely the need to:

- Support speakers as they start to develop their linguistic skills
- Facilitate their ability and willingness to continue to use Welsh, with their families, in their communities and social networks, with their colleagues and when using services
- Equip speakers to make decisions which will help them to use Welsh in the future.

IMPLEMENTING THE GWYNEDD SECONDARY SECTOR SCHOOL WELSH LANGUAGE STRATEGY

This Strategy focuses on the Welsh language and Education, and it combines the curricular, as well as the social use of the Welsh language. The Strategy aims to respond to four main areas, namely:

- Welsh First language
- Welsh Second Language
- Welsh medium provision
- Social use of the Welsh language by young people.

The context and the direction of this Strategy is based on many key policy documents, with some of the schemes already in operation within secondary schools in Gwynedd and beyond, such as:

- Gwynedd Welsh in Education Strategic Plan.
- Welsh-Medium Education Scrutiny Investigation Report – Services Scrutiny Committee, Gwynedd Council.
- Study Report by Alun Charles, External Consultant.
- Secondary Schools Language Practices Support Project (PCAI) - Welsh Government.
- Gwynedd Language Strategy 2014-2017 - Strategic Field No. 2. Children and Young People.
- Gwynedd Language Strategy Action Plan - getting to grips with national targets at LA level.
- Gwynedd Council Trywydd Report (October 2014) - Increasing the social use of the Welsh language among the children and young people of Gwynedd's secondary schools.
- Cymraeg 2050.
- A framework for increasing the use of Welsh by children and young people.
- Donaldson Review 'Successful Future':
    - Recommendation nos. 21-30. The Welsh Language.
    - Recommendation no. 62. Local and national ownership.

Therefore the Strategy aims to bring these policy documents together in a cohesive way to ensure their clear strategic direction.

The main elements of this Strategy must be accomplished as an integral part of the mission and purposeful planning of each secondary school in Gwynedd. This aim will be accomplished through a unique action plan that will be agreed with each school, the Strategy's Co-ordinator, and Gwynedd Education Department.

The Strategy builds on the success of the Language Charter in the primary schools, and ensures a strong link between the objectives of the Charter, and the purposeful planning and implementation to meet the requirements of the Strategy in the secondary schools, to ensure continuity and continuum. This means that the method of measuring the social use of the Welsh language by young people in the secondary schools through the 'gwe iaith' partially corresponds to the 'gwe iaith' used in the primary schools, to ensure continuity and continuum as a means of measuring language use.

In addition, to implement some of the objectives of this Strategy successfully, working in partnership with many agencies and organisations will be required, with a key partnership to realize the vision and community objectives of this Strategy forseen with Hunaniaith.

VISION

Gwynedd Primary Schools Language Charter has now been established and is operational in the county's primary schools. It was decided to build on the success of this charter in order to ensure appropriate succession in the secondary sector. When establishing the primary charter, several methods to measure the increase in social use of Welsh among young people were identified. It is intended to consider using these methods, as well as others, in order to measure succession in the secondary sector.

When developing the Gwynedd Secondary Language Charter, consideration was given to the fact that Gwynedd Council is one of the Welshest counties in Wales. It has a wide range of linguistic contexts which extend from areas which have high percentage of native Welsh-speakers to the more Anglicised areas.

It is important to use the firm foundations within Gwynedd to ensure that the Council acts in a pioneering way to implement Welsh Government's policies in this context, specifically the vision to secure a million Welsh-speakers.

The Gwynedd Council Language Strategy also provides a firm foundation to plan a Gwynedd Secondary Sector Language Strategy.

Secondary pupils have made a significant contribution to the vision. A strong desire to see the Language Strategy being implemented was highlighted. The following quotes crystallise some of the messages highlighted:

"Schools need to promote the fact that being able to speak the oldest language in Europe is an important qualification for careers."

"We are so pleased that emphasis is being placed on Welsh and that the language is placed on an equal footing."

"Thank you for the opportunity to voice our opinions."

Gwynedd Council is fully committed to a system of progressive and excellent secondary schools that promote the Welsh language in all aspects of their work.

The aim of the Secondary Sector Language Strategy is to promote social use of Welsh among children and young people and to develop it as an effective medium for all aspects of a school's life and work.

The Strategy will be an effective planning tool, building on the success of the Primary Sector Language Charter, in leading to further progress in the social and curricular use of the Welsh language among pupils.

It supports the vision of the Gwynedd Language Strategy to ensure the prosperity of the Welsh language. Emphasising the Welsh language will ensure that the children of Gwynedd are bilingually proficient and confident and take pride in the additional value bestowed upon them from having two languages, that they are able to use both languages confidently socially and professionally once they leave school and that they, eventually, pass on both languages to the next generation in Gwynedd.

It also contributes to implementing a bilingual strategy by promoting the Welsh language and ensuring that it is equal in status and in terms of opportunities.
Every school will implement the Secondary Sector Language Strategy and will succeed in ensuring that all school stakeholders are on-board with this plan.

OBJECTIVES.

Objective 1: Leadership and Expectations [2]

Maintaining a high standard of leadership has been a challenge for Gwynedd for some years and a review of leadership is one of its priorities in the context of school organisation at present. The rationale for this is simple: research shows that the main factor when influencing the quality of education in schools is the standard of leadership.

Similarly, recent documentation from Welsh Government involving work in the field of leadership and standards of leadership with the implementation of Successful Future, conveys the same message once again.

Clearly, therefore, if the Gwynedd Secondary Sector Language Strategy is to succeed, the standard and commitments and ownership of the leadership team in schools must be strong in favour of it.

It is essential, therefore, that leadership is one of the objectives within the Language Strategy, namely:

- Ensuring that Gwynedd Council and the Education Department are committed to supporting and challenging schools to implement the Secondary Sector Language Strategy.
- Ensuring that the school leadership, governors and senior managers have high expectations in terms of implementing the Secondary Sector Language Strategy.

[2] *Successful Future, Welsh Government*

- Ensuring that the workforce, as a result of the leadership provided, also has strong expectations and pride in the success of the school in implementing the Secondary Sector Language Strategy. Consequently, ensuring that all school stakeholders promote the Secondary Sector Language Strategy robustly and take pride in it.
- Ensuring that the school's staffing structure notes clear responsibilities and accountability for the implementation of various aspects of school life involving the Welsh language.
- Ensuring that every school has a three-year action plan for the Secondary Sector Language Strategy which is incorporated within the School Development Plan. This plan will promote the aims of the Secondary Sector Language Strategy firmly.

Objective 2: Ethos [3]

- Ensure that all aspects of everyday life at the school and its community promote the Welsh ethos.
- Nurture an awareness of Wales' cultural and heritage identity among the school community.
- Ensure that all aspects of the school's extra-curricular programme recognise and promote the Welsh language.

Objective 3: Young People [4]

Welsh Government's vision is to give a more prominent role to young people to express an opinion, and the principle of ensuring that young people are given a central voice in the direction of this Strategy, and have an opportunity to influence it and affect its direction, and more importantly, take ownership of it, is core to its success.

In implementing the voice of youth agenda, it is crucial that the Welsh language agenda is presented with an exciting, attractive, dynamic, modern image - the language of the future. Not an old-fashioned language or a language that belongs to the world of literature alone, but a language relevant to social media, exciting music bands and presentations of all sorts.

In introducing the Welsh language in this way, and aligning that exciting and energetic image with young people's ownership of the agenda, we can ensure that the Secondary Sector Language Strategy is one which is owned by everybody:

It is essential, therefore, that young people is one of the objectives for the Strategy:

- Setting up a Language Council to ensure that young people's voice is given a prominent place in the plans to promote the use of the Welsh language socially.
- Ensuring that the Language Council develops the role of leaders and language ambassadors in the school with specific expectations.
- Ensuring that the Language Council holds and promotes Welsh cultural events in the school.

[3] *Gwynedd Education Language Policy, Gwynedd Language Strategy, Strategic Field 2.*

[4] *Gwynedd Language Strategy, Hunaniaith; PCAI, Informal Language Use Framework, Welsh Government.*

- Ensuring that the Language Council promotes Welsh history which will ensure that young people nurture a feeling of Welsh identity and pride.
- Ensuring that the Language Council plan together to populate the Welsh language in social media.
- Ensuring that the Language Council leads and takes ownership of the PCAI plan and the Welsh Practices Framework, Welsh Government.

Objective 4: Training [5]

The education sector in Wales has a long history of investing substantial financial and personnel resources in training and, very recently, Welsh Government has allocated funding to the four Education Consortia to develop the education workforce's language skills in response to Cymraeg 2050.

If the Secondary Sector Language Strategy in Gwynedd is to succeed, there is a need to clearly identify what skills the teachers and other staff in the schools need in order to implement the Strategy, and an effective training pack needs to be provided in order to up-skill those staff to introduce and implement the Language Strategy effectively.

In accordance with the recommendations of Alun Charles' report, collaborate and contribute to the Workforce Development Plan (GwE) in order to support staff to:

- develop their Welsh proficiency and nurture their confidence to use it in the classroom.
- introduce subjects increasingly and more effectively through the medium of Welsh.
- provide effectively for pupils who are Welsh learners or who are in the process of crossing the linguistic bridge.
- respond effectively to pupils in order to ensure their fondness and enthusiasm towards the language and ensure oral responses in Welsh within lessons.
- have a high awareness and feeling of ownership and pride in the school's Welsh provision.

Objective 5: Role of Language Departments [6]

In considering the role of the language departments, it is important that there is expertise to be sensitive to the needs of learners, to understand the challenges of learning a language and crossing the bridge and to support learners to cross that bridge in a positive, enthusiastic and energetic way. It is vital that this takes place and is operational within all the schools. In cases when this range of skills is not available, training needs to be provided.

Following that, it needs to be noted that the Welsh departments have a wide range of responsibilities and recognise the wide range of challenges which face them. Not only to train the native Welsh-speakers but train the non-Welsh-speakers as well.

Therefore, there is a need to be clear regarding the responsibilities and ensure that the skills and vision within the Welsh departments themselves, are present when implementing the Secondary Sector Language Strategy.

[5] *Cymraeg 2050, Welsh Government; Gwynedd Welsh in Education Strategic Plan, Outcome 7; Workforce Development Plan, GwE.*
[6] *Gwynedd Welsh in Education Strategic Plan, Outcome 2, 3, and 4.*

It is essential, therefore, that core language departments is one of the objectives of the Strategy:

- Celebrating the value of First Language Welsh as an important qualification in Gwynedd.
- Implementing expectations for pupils to follow a First Language Welsh programme at KS3 which is an effective succession to what was achieved at KS2.
- Implementing expectations for pupils to follow a Welsh First Language programme at KS4 which is an effective succession to what was achieved at KS3.
- Ensuring that every pupil respects every language and understanding of language.

Objective 6: Curricular Experiences [7]

The section on curricular experiences within the Secondary Sector Language Strategy bridges the connection between literacy and language skills across the curriculum and the need to promote Welsh specifically as a language.

The Bullock vision, introduced in 1975, is now ancient history, but the crux of that vision was that every teacher is a language teacher.

In Wales and in Gwynedd, it has taken a quarter of a century for that mind-set to start to take root; and now, there is an increasing awareness of responsibility for literacy within subjects across the curriculum.

That responsibility needs to be added to specifically, identifying that the Welsh language as a language to be promoted, is everyone's responsibility. This vision simply involves that combination that every teacher is a language teacher, but in Gwynedd, that every teacher is a Welsh language teacher.

The implications of this statement are far-reaching. It involves aspects within the Secondary Sector Language Strategy which involve training and learning methodologies and a school's methods of working. It is essential, therefore, that curricular experiences is one of the objectives for the Strategy:

- Ensuring that every pupil has reading, writing, oral and listening curricular experiences through the medium of Welsh at KS3 which build on, are a successor to and show progress in the linguistic skills and experiences provided at KS2.
- Ensuring that every pupil has reading, writing, oral and listening curricular experiences through the medium of Welsh at KS4 which build on, are a successor to and show progress in the linguistic skills and experiences provided at KS3.
- Ensuring an increase in the number of candidates who follow KS5 courses specifically or partly through the medium of Welsh by developing the confidence of candidates, teachers and leaders.

[7] *Gwynedd Welsh in Education Strategic Plan, Outcome 2, 3, and 4.*

Objective 7: Bridge Learners [8]

The image of crossing a bridge, when discussing language, is essentially one that creates a little difficulty in Wales as the common presumption when we talk about 'bridging' learners is that the learners will only walk on part of the bridge. The Gwynedd Secondary Sector Language Strategy has the opportunity to set that presumption aside.

In Gwynedd's most successful schools, learners can arrive from Eastern Europe in year 8 and 9 and sit a first language Welsh GCSE and gain high grades in year 11. This involves a careful linguistic planning and preparation process and high expectations, and to be clear regarding what and where is the end of the bridge.

The challenge for the Gwynedd Secondary Sector Language Strategy is to ensure that every learner crosses the bridge and not reach half-way only.

It is essential, therefore, that learners is one of the objectives for the Strategy:

- Ensuring that pupils who are on the first language Welsh route, when transferring from KS2 to KS3, continue to make further progress on that route.
- Ensuring that every secondary school uses the excellent work undertaken with learners in the primary as a basis for further robust progress.
- Ensuring that learners and bridge learners cross the bridge, continue to make effective progress to master the Welsh language with the aim of studying Welsh First Language at GCSE level.
- Ensuring that learners and bridge learners increasingly do their work through the medium of Welsh.
- Ensuring effective support for parents of learners ensuring that they support the learners' progress.
- Celebrating learners' success

Objective 8: The School and the Community [9]

The two terms used often in the world of education in Wales, namely responsive action and pro-active action, are core to the relationship of the school with the community.

As we think of working in a responsive way, we will respond to parents who express concern that their children are following courses through the medium of Welsh; we will respond to parents who express concern regarding the way their children have assimilated into a Welsh environment and we will respond to the concerns of pupils who, sometimes, find it difficult to familiarise themselves within a brand-new linguistic context.

[8] *Gwynedd Welsh in Education Strategic Plan, Outcome 2, 3, and 4.*

[9] *Gwynedd Language Strategy, Strategic Field 1 and 3.*

However, in working pro-actively, all those responsive challenges will disappear. And this is probably the answer to ensure a strong connection with the community.

Schools need to use the Welsh aspects of their communities and reach out in a pro-active way, constructively and positively, to include the parents and pupils to ensure that they see the Welsh language not as a threat, but as a welcoming and safe thing and that embracing it and succeeding in it is the key to living in the community and also to have a career locally.

Therefore, the emphasis on 'pro-active action' is crucial as we get to grips with this aspect.
It is essential, therefore, that the school and the community is one of the objectives for the Strategy:

- Ensuring that the school promotes the Welsh language in a pro-active way to parents and the wider community.
- Ensuring that the school promotes the role of the Welsh language as an important qualification for careers and promotes opportunities for pupils to have Welsh experiences in their involvement with a wide range of employers and external agencies.
- Ensuring that the school promotes the advantages of a bilingual education.
- Promoting the use of the Welsh language in extra-curricular activities provided by the school staff.
- Ensuring that activities and external agencies such as Careers Wales, youth service, leisure service and the Urdd provide experiences which strengthen the pupils' experiences in Welsh.

MONITORING ARRANGEMENTS

The following system will be used to monitor the plan:

- Gwynedd Secondary Schools Language Strategy Co-ordinator:
  - Support every school to create an agreed language review.
  - Support and challenge every school to create a standard language action plan.
  - Support every school to implement the action plan effectively.
  - Provide encouragement, support and training for schools as and when required.
- The Language Council of every Secondary School
- Gwynedd Secondary Schools Language Co-ordinators
- The steering group will continue to have a scrutiny and monitoring role.
- Education and Economy Scrutiny Committee, Gwynedd Council.

- The termly and annual meeting to review the progress that every school has achieved within the action plan will be a core part of monitoring arrangements.

The following basis will be used for monitoring, identifying what has been achieved, what needs more attention for future action and any change in direction and emphasis:

- The quality of the school's action plans and level of challenge.
- Degree of success when completing the action plans for every individual year.
- The opinion of pupil groups in every school.
- The opinion of the steering group and other stakeholders including heads, teachers.
- A combination of process success criteria and performance success criteria (outcomes) will be used. The main emphasis will be placed on measuring the achievement of the outcomes.