

## January Interim Report

<b>Title of paper:</b>	Welsh Dimension, International Perspectives and Wider Skills Working Group – January Interim Report
<b>Purpose of paper:</b>	<p>The purpose is to:</p> <ul style="list-style-type: none"><li>• <i>Share our definition of the Welsh dimension and international perspectives</i></li><li>• <i>Share initial messages and key reading in relation to the wider skills</i></li><li>• <i>Outline our next steps</i></li></ul> <p>[pages 2-5]</p>
<b>Additional information provided</b>	<p>The appendix to this paper provides an overview of the work completed to date by the working group</p> <p>[pages 6-17]</p>

### **Definition: The Welsh Dimension and International Perspectives**

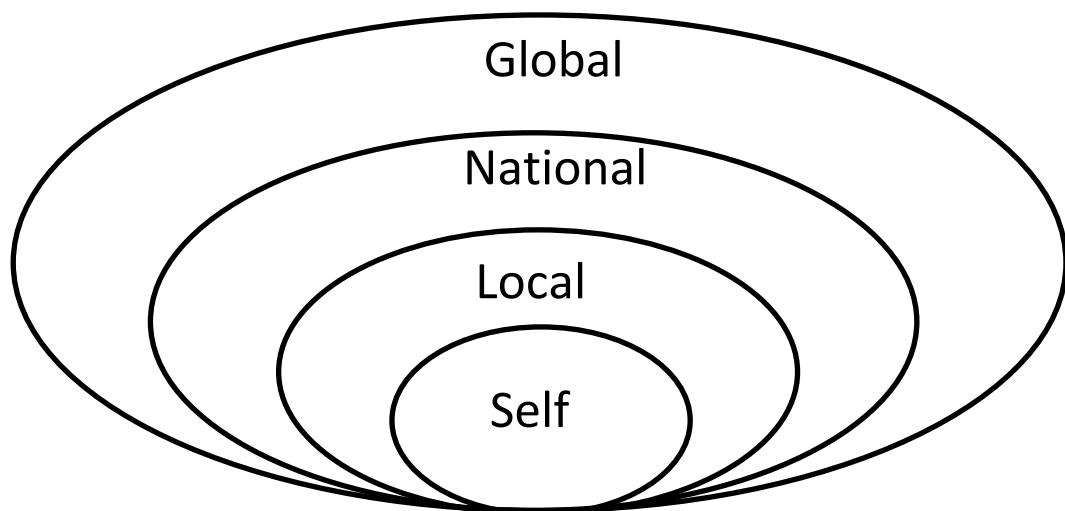
The Welsh dimension provides learners with the opportunity to develop their unique identity through exploring questions of culture and belonging. It provides learners with an understanding of how modern Wales was forged and the means by which to imagine its future and their role in Wales' unfolding story.

International perspectives offer opportunities for learners to reflect on their roles and responsibilities as global citizens, and respond to the challenges of working towards a sustainable and equitable future.

Learners will experience relevant contexts that help them to explore and make connections between local and global issues. The curriculum will recognise and promote positive relationships based on mutual respect, tolerance and dignity in a diverse society.

The curriculum will inspire and enable learners to:

- become knowledgeable of Wales' diverse linguistic heritage and culture, and its connection with the wider world.
- explore and critically analyse contemporary matters affecting their lives in Wales and beyond.
- realise the positive and negative future implications of their actions and the actions of others.
- develop and justify their responses to local, national and global matters.
- model empathy, equality and active citizenship.



*Figure 1: A diagram recognising a non-linear, organic, holistic approach of how each aspect is inter-connected.*

## **Wider skills**

The wider skills (as outlined in *Successful Futures*) are:

- *critical thinking and problem solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions*
- *planning and organising – implementing solutions and executing ideas and monitoring and reflecting on results*
- *creativity and innovation – generating ideas, openness and courage to explore ideas and express opinions*
- *personal effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.*

## **Key messages**

\*Please consider the guidance below side by side with the attached Venn diagram entitled 'Characters, attributes and values of wider skills'.

The wider skills will provide a clear and actionable organisational framework of skills, values and characters for learning in this century and for the future.

The wider skills are the chosen vehicle to realise the four purposes.

As a group we have explored a large number of research materials, and consulted with experts from a wide area of expertise.

We have discovered that the following is vital:

- That the wider skills will provide a clear and actionable organisational framework of skills, values and characters for learning in this century and the future.
- That the wider skills are widely regarded as flexible and are adaptable and versatile with the intention of setting learners up to succeed in lifelong self-directional learning and become well rounded 21<sup>st</sup> citizens.

This has led us to recommend the following requirements across all Areas of Learning and Experience (AoLEs):

- A paradigm shift to give the wider skills the prominence they demand.
- A constructive approach to learning, emphasising the social character aspect and the creative skills to fully embed the wider skills across all the AoLEs.
- The transfer of learning across all disciplines and to new situations.

### **It is also important to consider:**

- The use of common and consistent vocabulary in all documentation and in classroom practice.
- Preparing life-long learners who can embrace the ever changing world of work in the 21<sup>st</sup> century.
- The importance of pupil led learning.
- The implications for pedagogy; initial teacher training, continuous professional development, guidance and support.

From our research we have discovered that the four purposes, wider skills, *EntreComp* skills, Growth Mindset concepts and Learning to Learn characteristics map/ link together very well and in view of this would recommend the following reading:

- Four Dimensional Education (Fedel, Bialik and Trilling) (page 63 onwards)
- *EntreComp* - in particular main findings (pages 6 and 9) and overview pages 18/19). We have been focussing specifically on the broader definition of entrepreneurship in relation to adding value in a cultural and social, as well as commercial, capacity.  
<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>
- A Framework for 21<sup>st</sup> Century Learning  
<http://www.p21.org/our-work/p21-framework>
- Wider Skills for Learning (Guy Claxton and Bill Lucas)  
<http://www.nesta.org.uk/publications/wider-skills-learning>
- 'Why schools should teach entrepreneurship' Entrepreneurship.com  
<https://www.entrepreneur.com/article/245038>

### **Next steps**

- We look forward to representatives from our group meeting with the AoLE working groups to explain the thinking behind our definition of a Welsh dimension and international perspectives and provide support for its effective embedding in the six AoLEs. We appreciate that the curriculum development process is iterative and we may have to revisit some aspects of our work when our definition is used in practice by the AoLE working groups.
- The Assessment and Progression Working Group will be working on a project with the University of Wales Trinity St David and the University of Glasgow to develop the progression steps and achievement outcomes for each of the six Areas of Learning and Experience. We are currently discussing ways in which

our work with the wider skills can be incorporated into this project to ensure a holistic approach to developing the structure of the progression steps and achievement outcomes and the effective embedding of the wider skills. In the meantime, we look forward to sharing our work so far with the AoLE working groups and offering support in embedding the wider skills effectively across the six AoLEs.

## **Appendix: Background report**

### **Our remit**

Our working group has been focussing on two strands of work. Firstly, we are responsible for developing a definition to be passed on to the six Areas of Learning and Experience working groups in relation to embedding the Welsh dimension and international perspectives across the new curriculum. This is directly in response to the following reference in *Successful Futures*:

*Each of these Areas of Learning and Experience should include, where appropriate, both a Welsh dimension and an international perspective in line with the recommendations of the independent review of the Cwricwlwm Cymreig, history and the story of Wales. (pg 38)*

Secondly, we are also responsible for providing guidance regarding the wider skills for the six AoLE groups in relation to the following recommendations from *Successful Futures*:

*Recommendation 8. The expectations for the three Cross-curriculum Responsibilities and wider skills should be embedded within the Areas of Learning and Experience.*

And

*Recommendation 16. Achievement Outcomes should be developed for each Progression Step in each Area of Learning and Experience, spanning the components within the Area of Learning and Experience and addressing the Cross-curriculum Responsibilities and wider skills.*

The wider skills (as outlined in *Successful Futures*) are:

- *critical thinking and problem solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions*
- *planning and organising – implementing solutions and executing ideas and monitoring and reflecting on results*
- *creativity and innovation – generating ideas, openness and courage to explore ideas and express opinions*
- *personal effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.*

As a group, we also feel that we have a responsibility to ensure a consistent approach to embedding the Welsh dimension, international perspectives and wider

skills (along with the Cross-Curriculum Responsibilities) in a meaningful and integrated manner across the six AoLEs within the new curriculum framework.

### What have we done to date

After our first meeting in April 2016, where Terms of Reference and ways of working were developed and agreed, working group members carried out research tasks with their schools and networks. Evidence was gathered via questionnaires, discussions and school visits. Some learners, staff and governors were also included in the process. The research task focussed on:

- *Understanding pedagogy/current curriculum in different sectors*
- *Considering the link between primary and secondary*
- *Identifying good practice in relation to a Welsh dimension, international perspective and wider skills*
- *Discussing practitioners'/students' understanding of the definition of Welsh dimension/international perspective and the relationship between them*

All group members shared their findings by way of PowerPoint slides which formed the basis of discussions at our June meeting. Group members found school visits to other sectors e.g. secondary school practitioners visiting primary school colleagues very beneficial as a starting point for us to develop a continuum of learning across age groups. Current good practice was identified in our schools, clusters and networks which linked to the overview of the current situation Michelle Gosney from Estyn provided during our first session together.

We felt that giving further consideration to the Foundation Phase and how skills are developed at this level, as well as the Welsh Baccalaureate (taught from September 2015) was a starting point to considering how a continuum for learning in relation to the wider skills could be developed building on current good practice. As a result, David Heath from Welsh Government, Professor David Egan, University of Wales Trinity St David and James Kent from EAS led sessions during our first workshops. James Kent also considered current frameworks at a European level.

### Welsh dimension and international perspectives

We have held a series of workshops since establishing the working group. In relation to the Welsh dimension and international perspectives, we have concentrated on developing a definition to be utilised by the AoLE working groups, considering key elements such as sustainability, citizenship, language etc. A lot of our discussions have focussed on the four purposes of the new curriculum, and in particular '*developing **ethical, informed citizens** ready to be citizens of Wales and the world.*'

We have had input from a variety of speakers to inform our work. They include:

- Dr Elin Jones who chaired the *Cwricwlwm Cymreig*, history and the story of Wales task and finish group.

- Dr Kevin Smith, Cardiff University sharing the results of his research with learners in relation to the links between the locality, Wales and the world in forming identity as well as the importance of education in developing citizenship and a sense of self.
- Dr Mererid Hopwood of University of Wales Trinity St David on the links between the locality, Wales and the world, also using languages as a case study.
- Phil Williams, Planet-It Eco about sustainability and fostering cultural respect.
- Global Learning Programme Wales for practical examples of how our draft definition could be put into practice.
- British Council providing an overview of their work.
- Gareth Ffowc Roberts of Bangor University discussed the Welsh dimension and international perspectives in relation to mathematics, numeracy and science.

### Wider skills

To take forward the wider skills recommendations, the group initially felt that it would be appropriate to develop a model of progression in relation to skills development (accepting that skills can't necessarily be developed in a linear manner). It was not intended that a separate wider skills framework would be developed but this was seen as a first step in the development process to ensure that the wider skills were embedded appropriately and consistently in the achievement outcomes for each of the six Areas of Learning and Experience.

Once the structure for progression steps and achievement outcomes had been developed, the indicative descriptions for the wider skills would have been adapted accordingly and fully embedded in this new structure. The initial progression model agreed by the Welsh dimension, international perspectives and wider skills working group, therefore, would no longer have been used.

We are now aware that the Assessment and Progression working group will be working on a project with the University of Wales Trinity St David and the University of Glasgow to develop the progression steps and achievement outcomes for each of the six Areas of Learning and Experience. Therefore, we are currently discussing ways in which our work with the wider skills can be incorporated into this project to ensure a holistic approach to developing the structure of the progression steps and achievement outcomes and the effective embedding of the wider skills.

As well as ensuring that we have a firm grasp of the international context, we have developed an understanding of the level of skills that employers require in relation to the wider skills. Therefore, we have had input from a variety of speakers to inform our work. They include:

- Careers Wales on the wider skills and employability.



- Department for Works and Pensions in relation to the job market in Wales and their networks for engaging with employers.
- Elin McCallum, Bantani Education and Professor Andy Penaluna, University of Wales Trinity St Davids who ran a half day workshop covering the following items:
  - How wider skills can be embedded in the curriculum and progression measured – international evidence
  - Developing creative capacity
  - An introduction to EntreComp/entrepreneurial learning
  - Discussion around values/attitudes/characters thus linking the four wider skills to the four purposes of the new curriculum
- We are in the process of arranging a session on mindfulness for our January workshop.

Our Welsh Government facilitators will also represent us in meetings with CBI Cymru, regional skills and employability groups and with UCAS and HE and FE representatives.

### **Evidence gathered**

We have spent some time considering documents in relation to the current curriculum in Wales to identify strengths that we can build on as well as areas that we can develop further. These documents have included the Welsh Baccalaureate specifications (taught from September 2015), the *Careers and the World of Work* framework, the *Skills Framework for 3 to 19-year-olds in Wales* as well as the *Cwricwlwm Cymreig, history and the story of Wales* report that is referenced in *Successful Futures*.

### **Wider skills**

We have been eager to consider the latest thinking at an international level. The input provided by Professor Andy Penaluna and Elin McCallum in relation to developments at a European and global level for the wider skills has been invaluable. As a group, we have begun considering *EntreComp: Entrepreneurship Competence Framework* launched recently by the European Commission and the broader definition of entrepreneurship in relation to adding value in a cultural and social, as well as commercial, capacity. We have also begun to consider how elements of this framework could feed in to our work as there are clear links between its key elements and our wider skills (see Annex A).

The group would also like to recommend the *Four-Dimensional Education* report by the Centre of Curriculum Redesign (see Annex B). We have been discussing the importance of a balance between skills, characters (OECD refers to these as attitudes/values) and knowledge, supported by meta-learning for the 21<sup>st</sup> century learner. We have been considering the importance of characters/attitudes/values to link the four wider skills with the four purposes of the new curriculum framework.

Indeed, we feel that we should reconsider the place of skills and characters in the new curriculum, giving them a more central role in the framework.

During January 2017, our group members will be focussing on strategies and teaching methods used in lessons to ensure that the characters, attributes and values outlined in the Venn diagram attached to this report are developed effectively. Each group member will prepare a short report for our next workshop which will include the following headings:

- which characters, attributes and values were developed
- what was the piece(s) of work produced and how this was achieved by the learners
- what resources and strategies were used to support the learners

### Welsh dimension and international perspectives

During our initial phase we considered international curriculum models and found that countries such as New Zealand, Australia and Finland all adopt the principle that their national identity is at the heart of learning. We have also discussed the *Global Competency for an Inclusive World* document developed by the OECD which provides a definition of global citizenship which we have considered in relation to the Welsh dimension and international perspectives. It also provides an opportunity to start making links between the Welsh dimension, international perspectives and the wider skills (such as analytical and critical thinking).

Some initial ideas in relation to the Welsh dimension and international perspectives (as well as the wider skills) were shared with our fellow pioneers at the July national conference. We discussed the feedback and identified key themes which have fed into our work this term (see Annex C).

As a group, we feel that gathering evidence at school and cluster level is central to our work. Following initial discussions with practitioners and learners in relation to their understanding of the Welsh dimension and international perspectives, we recently shared our draft definition with them to seek their feedback. At each school, the working definition was shared with learners from a cross-section of ages at secondary level, but aimed more at Year 6 at primary school. It was also shared with a group of practitioners at different stages in their careers e.g. NQT, teachers, senior management, teaching assistants etc. Working group members then led informal discussions with these groups (see Annex D). The feedback received was generally positive and some common themes for further development were identified:

- Clarification was needed in relation to some of the statements so that pioneers developing the AoLEs would be able to use our definition effectively to embed the Welsh dimension and international perspectives in the new curriculum framework.
- It was felt by some that further consideration needs to be given to the reference to languages/ the Welsh language (this could be an ongoing point

for us to discuss with the Languages, Literacy and Communication group members once they have begun their work.)

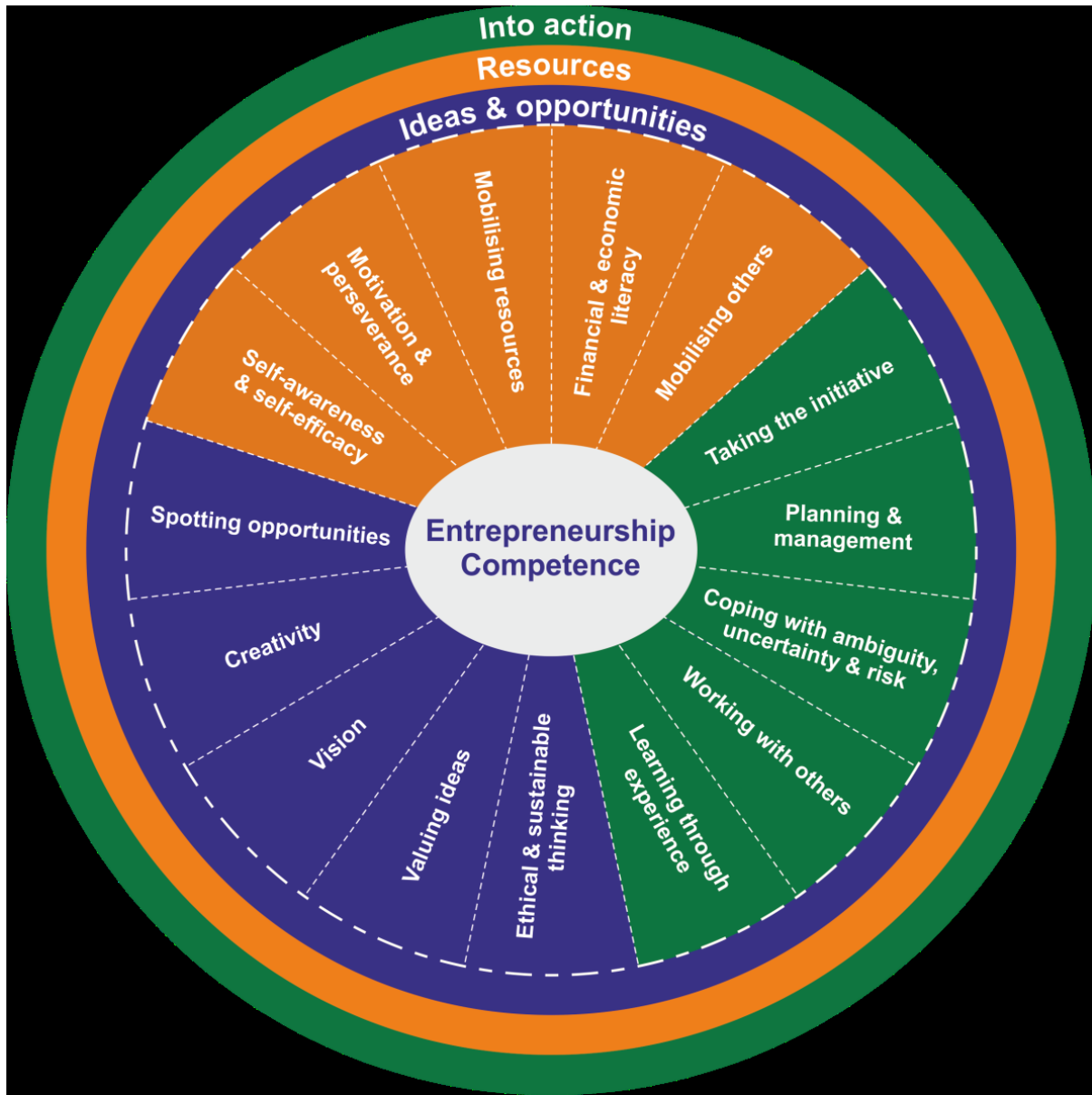
- Many felt that exemplification would be useful to ensure a consistent understanding (this could be something that should be developed with the AoLE groups).
- Some guidance on the sort of support and materials that will be needed was also deemed important (this could be something that should be identified with the AoLE groups).

The feedback received has fed into our updated definition at the beginning of this report.

Following our 15 November workshop, we shared an updated definition with Dr Elin Jones and Dr Kevin Smith who will provide feedback as our 'critical friends'. They joined us at our workshop on 6 December to share their thoughts which led us to make further amendments to our work.

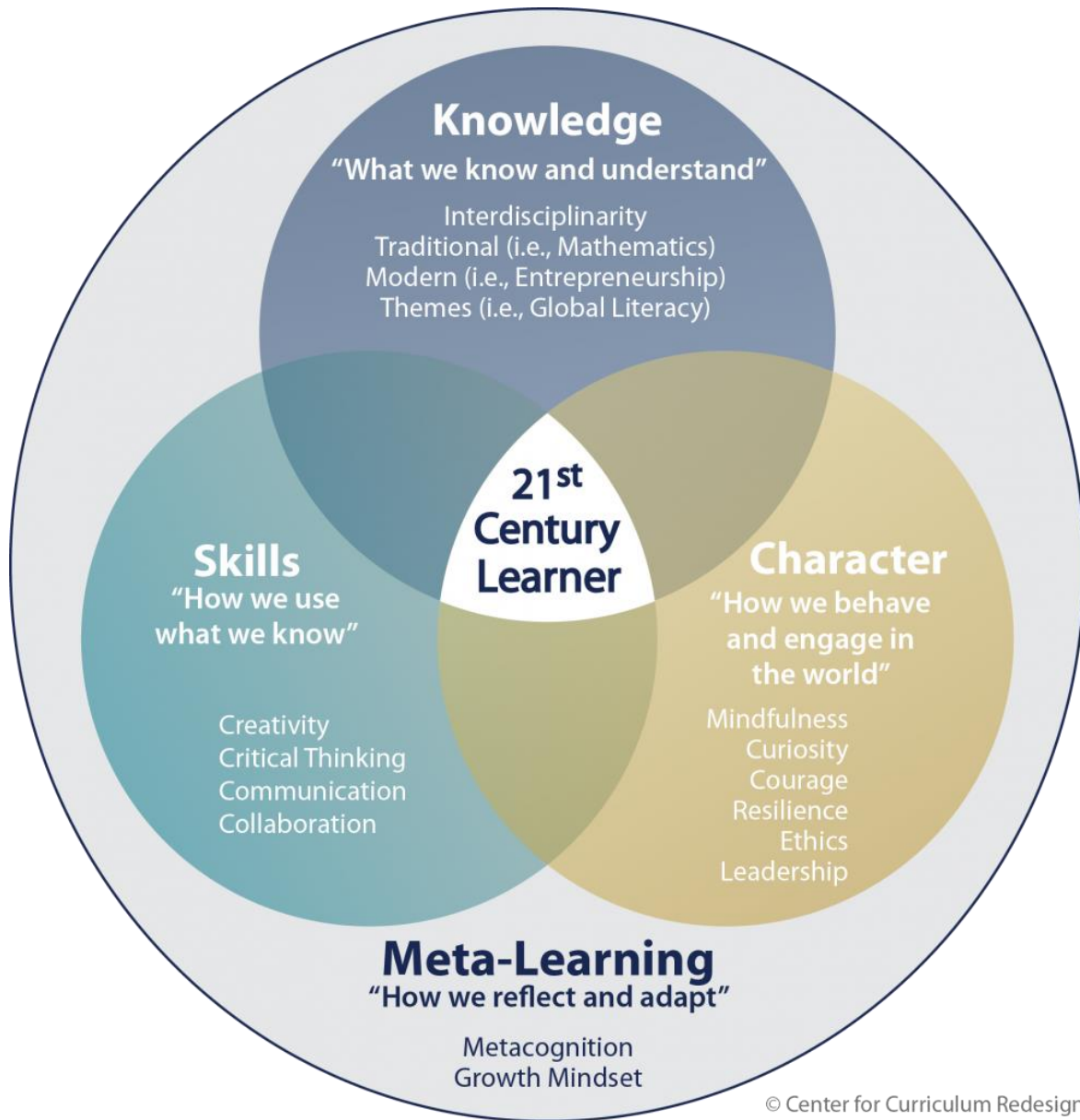
**Annex A**

From *EntreComp:Entrepreneurship Competence Framework*



**Annex B**

*Four-Dimensional Education Report by the Centre of Curriculum Redesign*



## **Annex C**

### **Key themes identified after receiving feedback from our fellow pioneers at the July national conference**

#### **Welsh dimension and international perspective**

- Consider how to make the language in the definition more learner-friendly.
- Ensure that the guidance and practical examples prepare our learners for a successful, contemporary Wales e.g. role models, world experts, politics, industry, current affairs, sport.
- Develop a succinct definition with the above working definition evolving into becoming our key principles to support the definition.
- Further consider the relationship between the references we are making to the promotion of the Welsh language and the role of the Languages, Literacy and Communication AoLE working group and those leading 'Building Block 5'. Considering the relationship between the Welsh dimension and the Welsh language will be a priority for us when we meet again in the autumn term.
- Consider the links with the four purposes of the new curriculum e.g. the reference to ethical informed citizens of Wales and the world, and the importance of our group's work to differentiate between Wales and other countries, and consider the relationship between them.
- Develop a diagram of circles detailing Self>Locality>Wales>Wider World and the relationship between them incorporating specific examples e.g. how Wales has influenced the world and vice versa.
- Consider how to bring the Welsh dimension, international perspective and the wider skills under one title e.g. 'interdisciplinary' themes. We will also need to develop a close working relationship with members of the Cross-curriculum Responsibilities working group.
- Build links between schools located in different areas e.g. urban and rural to ensure that the guidance and definition that we develop take into account reflect/take into account different experiences and contexts of Welshness.

#### **Wider skills**

- Need to highlight clearly in all guidance document what the wider skills outlined in *Successful Futures* are:
  - Critical Thinking and Problem Solving
  - Planning and Organising
  - Personal Effectiveness
  - Creativity and Innovation
- Outline clearly how the four individual wider skills support the four purposes of the new curriculum.

- Challenge and change perceptions of what wider skills are and their value e.g. Have they been eclipsed/confused with the 4 purposes of the new curriculum? Is 'wider' synonymous with 'softer' and therefore appears less important?
- Ensure further cross-phase working to gain a clear understanding of a continuum for the wider skills. Closer links between all current phases will also ensure that we develop an effective continuum.
- Complete further research about how the key principles and approaches seen in the Foundation Phase could be extended to the Welsh Baccalaureate and how the approach to the wider skills within the Welsh Baccalaureate could be brought down to the Foundation Phase. This would be the starting point to developing a continuum.
- Need to be aware that the new Welsh Baccalaureate has only been taught from September 2015, it is still new to schools and therefore difficult to evaluate. Models of good practice need to be identified.
- Ensure that the examples that we provide for the Strand 2 working groups are placed in real life contexts and interdisciplinary approaches.
- Commission the development of models of progression for the four wider skills for us to consider and evaluate as a means of furthering our work. We will develop the specification as a working group.

## **Annex D**

### **Curriculum Reform: Questions about our definition of a Welsh dimension and international perspective**

#### **The draft guidance that was shared:**

- Self > Locality> Wales> Wider World
- It should start with children knowing their own identity and experiencing their local area first before working out to a wider understanding of Wales and the world.
- The curriculum must develop learners who:
  - Are knowledgeable about Welsh culture, community, society and Wales’ relationship to the Wider World now, in the past, and the implications for the future.
  - Engage with contemporary issues affecting Wales, the Wider World and their citizens, currently and the implications for the future, communicating effectively in Welsh and English.
  - Are building up a body of knowledge and have the skills to connect and apply that knowledge to local and global intercultural issues.
  - Investigate, critically analyse, challenge and form justified personal standpoints on local, national, global and intercultural issues based upon their knowledge, values and experience as well as an understanding of others’ experiences.
  - Celebrate a range of images of Welshness and the needs and rights of others, forming positive relationships based on trust and mutual respect in a diverse society.
  - Have confidence in speaking Welsh, understand and value the importance of multilingualism, and opportunities to share that experience beyond the classroom.
  - Understand and exercise their human and democratic responsibilities and rights and, as global citizens, understand the positive and negative implications of their actions on local and global issues.
  - Have secure values and are establishing spiritual and ethical beliefs to act in a way that leads to a sustainable planet.
  - Engage their energy and skills in enjoying challenges that will lead to the benefit of others locally and internationally.



- The teaching of the Welsh dimension and international perspective must be a holistic approach.

### **Questions for practitioners**

1. What does Welshness mean to you?
2. What does it mean to be a global citizen?
3. Are there any statements or terms that are unclear?
4. Do the statements cover the main areas you expected or are there any gaps?
5. Are the statements relevant to particular age ranges and subjects?
6. Are the statements comprehensive enough to ensure they inform planning clearly?
7. What support would you need to embed the Welsh dimension and international perspective effectively in your lessons?

### **Questions for secondary school pupils**

1. What does Welshness mean to you?
2. What does it mean to be a global citizen?
3. Are there any statements or terms that are unclear?
4. Do the statements cover the main areas you expected or are there any gaps?
5. Are the statements relevant to particular age ranges and subjects?
6. What would make the Welsh dimension and international perspective engaging/relevant to you?

### **Questions for Year 6 pupils**

1. What does it mean to be a Welsh citizen?
2. What does it mean to be a citizen of the world?
3. Do you think it is important for you to learn about your local area in school? Should we do it more or less? Why?
4. Why is important to find out about people and other parts of the world?
5. Should we think more or less about people in other countries?
6. What values/characteristics are important to be a member of society?
7. How important is to learn about being Welsh?
8. Do you think that we learn about Wales and our culture in school?
9. Why is it important to learn Welsh in school?
10. How often do you use Welsh in school?
11. Why is important to learn Welsh in school?
12. Why should we learn about how to live sustainability in school?
13. What things do you want to learn about Wales or the world? Why?