

**Global Futures Steering Group online meeting
20th January 2021, 10:30am – 12:30pm**

Present:

Glynn Downs, Chair of the Global Futures Steering Group
Domini Stone, Goethe-Institut
Roberta Guzzardi, Italian Consulate Education Office
Javier Ramos, Spanish Embassy Education Office
Professor Claire Gorrara, Cardiff University
Tallulah Machin, Cardiff University
Meleri Jenkins, Routes into Languages Cymru
Dr Liz Wren-Owens, Routes into Languages Cymru
Penny Lewis, Estyn
Carrie Fisher, CSC Consortium
Stephanie Ellis-Williams, GwE Consortium
Sioned Harold, EAS Consortium
Anna Vivian Jones, ERW Consortium
Ceri Griffiths, Ysgol Gyfun Cwm Rhymni
Emma Muggleton, Caerleon Comprehensive School
Dr Catherine Chabert, Confucius Institute
Vicky Ucele, Confucius Institute
Dr Walter Ariel Brooks, British Council Wales
Catrin Verrall, Qualifications Wales
Jane Peffers, Welsh Government
Gerard Pitt, Welsh Government
Manon Edwards, Welsh Government
Zoe Williams (KAS), Welsh Government
Samantha Dimond (IR), Welsh Government

Simultaneous Translation:

Aled Jones, Translator/Simultaneous Interpreter, CYMEN Agency

Apologies:

Amy Walters-Bresner, CSC Consortium
Cathryn Billington-Richards, CSC Consortium
Ariane Laumonier, Institut Français
Benoît Le Dévédec, Institut Français
Carmen Santos Maldonado, Spanish Embassy Education Office
María Antonia García, Spanish Embassy Education Office
Emily Daly, International School Linking, Cardiff Council
Helen Phillips, Open University
Lucy Jenkins, Cardiff University
Stephanie Grant, Ysgol Gyfun Emlyn
Lucy Carver, Ysgol Penglais
Nia Davies, BBC
Beth Titley, Careers Wales
Eleri Goldsmith, Welsh Government

1. Welcome, introductions and apologies

Global Futures Steering Group Chair, Glynn Downs (GD) welcomed members, noted apologies and introduced visitors:

- Tallulah Machin, Project Support Manager for Cardiff University's MFL Student Mentoring project and lead on mentor training, attending the meeting on behalf of colleague Lucy Jenkins.
- Javier Ramos, Spanish Embassy Education Office, attending the meeting on behalf of colleagues Carmen Santos and Maria Antonia Garcia.

Summary of actions:

Item	Action	By
2	Publish final version of the 2021 Global Futures Action Plan on the Welsh Government website by late January/early February 2021. <i>(Achieved)</i>	Welsh Government
2	Consortia members to forward suggestions/ideas for 'Wales in Germany 2021', launched Wednesday, 13 th January, to Gerard Pitt. https://www.wales.com/wales-in-germany-2021 Twitter: @WalesinGermany <i>(Ongoing)</i>	Regional consortia
2	Group members to contact Jane, for any further information/questions on the Welsh Government's current Covid Legislation around the curriculum, ongoing work on the implementation of the new curriculum, co-construction & networks. <i>(Ongoing)</i>	Steering Group
3	Domini and Gerard to liaise re potential Goethe-Institut involvement in 'Wales in Germany 2021'. <i>(Achieved – initial talks held)</i>	Goethe-Institut Welsh Government
3	Gerard to arrange an initial meeting with Penny and Glynn to discuss issues around the current lack of coverage of international languages in Initial Teacher Education (ITE) coursework. <i>(Achieved – meeting held 03.03.21)</i>	Welsh Government

2. Welsh Government update

Jane Peffers (JP) and Gerard Pitt (GP) provided updates on Welsh Government activity:

Wales in Germany 2021

On Wednesday, 13th January, the Welsh Government's International Relations Team launched 'Wales in Germany 2021'. This themed year of activity will showcase the relationship between Germany and Wales with events taking place throughout the year, including a Careers Fair to be held at Cardiff's City Hall. Planned events will highlight Wales and Germany's business networks, cultural ties and other

partnerships. GP requested members to contact him with any ideas for potential Global Futures/schools' involvement in the themed year.

New Curriculum for Wales

Currently, the main focus is on how to support schools in their recovery. Work on an implementation plan and consideration of how best to proceed with new curriculum messaging to schools, is ongoing. JP noted that the Global Futures Steering Group is already one step ahead with regard to co-construction and the establishment of networks as these approaches are already well established practice amongst the group.

The Global Futures Action Plan 2020-2022

GP confirmed that the finalised Global Futures Action Plan, will be published online in late January/early February 2021.

Evaluation

The external evaluation of Global futures programme 2020-2022 will give consideration to the impact of the programme on schools and to establishing an accurate baseline of International Language provision ahead of the new curriculum. GP will follow up with more specific evaluation related requests for Steering Group colleagues in due course.

Covid Legislation update

Modification of curriculum and assessment requirements to a reasonable endeavours basis, in response to the ongoing pandemic, was authorised once again for January 2021. JP noted that a reasonable endeavours basis does not remove the requirement for schools to seek to fulfil their curriculum and assessment duties. Instead, it requires schools to do everything they reasonably can to discharge these statutory duties. In practice modification to a reasonable endeavours basis results in little change to the learning delivered on a day to day basis, however where flexibility is needed it enables schools to use that flexibility to manage and adapt their response to COVID-19. Officials will review the curriculum and assessment position on a monthly basis to decide whether to continue to modify duties to a reasonable endeavours basis.

3. Strategic Actions update from members

Consortia

Stephanie Ellis-Williams (GwE), Anna Vivian Jones (ERW), Sioned Harold (EAS) & Carrie Fisher (CSC), each gave brief updates on activity undertaken in their respective regions during the last quarter to address Global Futures actions, which included the following highlights:

GwE – SEW reported that the GwE Global Futures Action plan was produced in September. She highlighted that a lot of activity that had been set out to accomplish in the challenging first term, has come to fruition. There are now 9 Lead Primary Schools in GwE. Communication channels have been set up within the region (a half-termly Newsletter, GwE Bulletin and Twitter) and successful practice shared. Good progress has been made but the impact is still slow in Primary, as currently priorities lie elsewhere. Thanks to a built network, there are established communication

channels with Secondary. Webinars have been well received and virtual, recorded tutorials developed e.g. for KS4 & 5. Schools are encouraged to take part in as many opportunities as possible and there has been strong engagement of schools in events and initiatives across the region. 14 Primary school teachers registered for the Open University's TELT programme are very much enjoying the experience.

ERW – AVJ expressed her thanks to all schools taking part in the MFL Student Mentoring and Routes into Languages Cymru initiatives. At Primary, 20 schools have now received training for Power Languages resources. At Secondary, pupils are using 'Teams' successfully to market languages in schools across the region. Not all primaries are yet fully cognisant of the significance of international languages in the new curriculum. ERW has been mindful not to impose too much on schools at this time, however AVJ confirmed that preparations to bring schools more up to speed with the role of international languages in the new curriculum are afoot. In the summer term, a series of workshops are planned for both primary and secondary to build a deeper understanding of the Languages, Literacy and Communication (LLC) Area of Learning and Experience (AoLE), covering topics such as multilingualism; linguistic identity; developing a multilingual attitude and; a lifelong learning of languages. AVJ noted that ERW would be grateful to receive any resources the group may like to share.

EAS – SH also acknowledged the wonderful work that is ongoing in primary and secondary schools, under difficult circumstances. Primary Lead Schools' IL provision has been captured online and on Twitter. EAS has also been retweeting the @Wales in Germany 2021 tweets. EAS launched a new Blended Learning platform in late October 2020. Bespoke advice and guidance has been provided in response to individual schools' requests. SH thanked Dr Liz Wren-Owens for notification of a grant for Japanese teaching, for which an application has since been submitted. In liaison with Anna Vivian-Jones, SH arranged for 40 teachers to receive online training for Cerdd Iaith. SH is also working on an EAS LLC AoLE website for primary IL. The first cross-consortia meeting for 'We are Multilingual' resources (Cardiff University and the University of Cambridge) was held in December. The Erasmus+ Key Action 2 languages project in collaboration with partners from Spain and Ireland is ongoing. 12 Primary School teachers have been recruited to the Open University's TELT programme and are enjoying the experience.

Central South – CF reported on some exciting developments in Primary, including the launch of language programmes for teachers focused on the pedagogy of teaching languages and language development, which have been well received. A strategic programme on how to implement, monitor and evaluate IL in the Primary setting has also been created and is currently being translated. Training has already been successful using useful 'pick off the shelf' resources. Teachers have also requested cross-curricular resources, which are under development. CF reported a mixed picture with regards IL engagement at Primary, with some very enthusiastic and engaged teachers and others who are too bogged down to be able to benefit from the support on offer at the present time. At Secondary, blended learning webinars have been well attended with over 1000 views - the Spanish webinar was extremely well attended in the Autumn Term. Blended learning resources and videos are available via the CSC website. Resources for key examination topics have also

been created with blended learning focus and loom videos. CSC is also collaborating with Routes into Languages Cymru to produce a KS4 language engagement video to encourage language take up.

Qualifications Wales - Catrin Verrall (CV) confirmed that the consultation on the proposed range of GCSE qualifications to support the introduction of the new curriculum for Wales, will run for a 10 week period from 26th January to the 9th April 2021. CV welcomed the group's input and views on the Languages, Literacy and Communication proposals for Welsh, English and international languages. <https://qualificationswales.org/english/qualified-for-the-future---have-your-say/>

Following consultation on the proposed range of qualifications, there will be a consultation with stakeholders on the design of the qualifications. How the qualifications tie in with the new curriculum will be made clear at the design stage.

Estyn – Penny Lewis (PL) raised concerns about the low level of awareness of international languages in Initial Teacher Education (ITE). She stressed that this was a pivotal juncture for international languages to be established in ITE coursework and in schools. She proposed setting up a meeting with Consortia and ITE Leads to demonstrate some of the excellent work already being done on international languages in Primary and for these examples of good practice to be made available to ITE students. She also suggested inviting ITE Leads to a Global Futures Steering Group meeting specifically focused on Primary to further highlight matters. GP agreed to set up a meeting with PL and GD to discuss next steps in more detail.

Language institutes – Members provided brief verbal updates on priorities and work undertaken during the last quarter, together with a forward look at events, activities and opportunities available to learners and teachers across Wales to support the actions of the Global Futures Strategic Plan 2020-2022.

Confucius Institute

Catherine Chabert (CC) provided an update on the work that has been taken forward by the Confucius Institute in Wales to progress the strategic actions in the plan. This included a forum organised by colleagues in Bangor in November exploring how digital technology can be used to best effect to develop Mandarin teaching and learning, for which Kirsty Williams, the Minister for Education recorded a video message. Cardiff Confucius Institute is developing a 'resource bank' system for their pre-recorded Language & Culture classes. The plan is that as the resource bank grows it will include contributions from all Welsh Confucius Institutes and that eventually it will be hosted online and made available to all schools. The Cardiff Confucius Institute is organising CPD training over two half days at the end of January for tutors from China who will teach in Wales this year. It is also funding a number of places for school teachers on Cardiff University's Part-time Programme for Adults.

Spanish Embassy Education Office (SEEO) – Javier Ramos (JR) updated the group on recent activity and confirmed that the SEEO continues to offer webinar workshops for teachers of Spanish twice monthly. A half-day training programme focused on the

teaching of Spanish at Primary level is planned for Saturday, 20th March. The programme will include three one hour workshops and registration is free. Classroom resources and activities for language assistants and teachers of Spanish are also freely available to access on the SEEO's website as are publications such as TECLA for students and teachers of Spanish. Action 5 – The SEEO continues to deliver on-line for the Pupil Language Ambassadors (PLA) events organised by Routes into Languages Cymru/consortia. Recently the SEEO recorded a video for the PLA on aspects of Spanish cooking.

Goethe-Institut - Domini Stone (DS) updated the group on Goethe-Institut activities including monthly online webinars for primary teachers covering a variety of classroom topic and pedagogical themes. Classroom resources and lesson plans for primary teachers have been developed and free training and support to implement these in the classroom. Free resources, materials and activities are also available to support the teaching of GSE and A level German. Fortnightly *Speak Up German* sessions are freely available to give 11-13 year-olds an opportunity to practise their speaking skills and gain confidence in presenting. DS reported that in October 2020 pupils took part in a virtual work experience programme in place of the annual Schwäbisch Hall residency in Germany. As part of the programme pupils had chance to create their own podcast, *Sag's Mir*, which is available on the Goethe-Institut's website for schools to access. DS advised that the Goethe-Institut's Deutsch Lehren Lernen CPD modules available on the website are delivered in German and therefore participants will need to have some German to be able to take part.

Wales in Germany 2021 - Berlin-based Samantha Dimond of the Welsh Government's International Relations Team, joined the conversation to brief the group on the Wales in Germany 2021 programme, launched in January. She is currently working with the Educational and Cultural Department of the German Embassy who will be bringing their recruitment fair to Cardiff on 18th-19th November 2021, as part of the Wales in Germany 2021 celebrations. She has been mapping with GP to ascertain current provision for German in Wales and will continue to liaise and exchange ideas on schools' potential involvement over the coming months of the programme.

Education Department of the Italian Consulate General in London - Roberta Guzzardi (RG) spoke of schools' enthusiasm and continued appetite for Italian lessons. Continuity in schools' learning has been achieved by uploading resources and lessons online via Google classroom. In the school year 2020/21, approximately 180 primary school pupils have been attending weekly Italian lessons and approximately 40 secondary school pupils. CSC and EAS Regional Consortia Leads for modern foreign languages (MFL), have been contacted to help spread the Italian Consulate's offer of Italian language lessons delivered by native Italian teachers, for the academic year 2021/22. In November, the Consulate published an Italian curriculum learning programme on its website. It has also published a map of all UK schools involved in the Consulate's programme, including schools in Wales. The "learning hub" section of the restyled website houses a wealth of educational resources for schools to access. RG confirmed that Qualification Wales' and the

WJEC have been contacted with a view to possible collaboration with the Consulate's Education Department regarding development of an NVQ Global Business qualification for Italian and GCSE Italian.

Institut Français - Benoît Le Dévédec (BD) was not present at the meeting but submitted an update to be shared with the group, highlighting the Institut's recent and forthcoming activity including, on-line continuous professional development (CPD) workshops on French Language pedagogy and the French culture, for primary and secondary teachers, in collaboration with institutions from France and in the UK. Bespoke online CPD workshops based on consortia's and schools' needs for both primary and secondary levels are also available. In conjunction with the Francophonie UK group, the Institut français has renewed its two flagships MFL school contests for 2021, namely the French Pop Video competition and the Joutes Oratoires Lycéennes / French Debating Competition for sixth formers. Thanks to Ariane Laumonier, the Joutes Oratoires Lycéennes was extended for the first time to Wales in 2020, with a team from Ysgol Gyfun Glantaf qualifying for the national pre-finals and winning the jury's special prize. Ysgol Gyfun Gymraeg Glantaf is participating in the Welsh final again this year. Finally, in October 2020, the Institut français launched an international campaign on social media to promote the learning of French, entitled #Plusloin: <https://plusloin.io/en> including videos of celebrities explaining why they chose to learn French, with subtitles in English. This campaign will be renewed in February 2021. These videos are free for schools to use in their classrooms.

British Council Wales – Dr Walter Brooks (WB) raised the matter of the UK Government's decision to replace Erasmus+ with the Turing Scheme, which commences in September 2021. The British Council will deliver the Turing Scheme as a Brexit replacement. WB noted that a key difference between Erasmus+ and the Turing Scheme is that the latter will not support students coming from overseas to the UK, so the element of reciprocity will no longer be a feature. In other news, WB notified members that British Council Wales held a virtual roundtable, 'The conversation' last December, to mark the conclusion of Language Trends Wales 2020. The event was an opportunity to hear from a panel of Welsh and international experts on multilingualism and consider what opportunities the new curriculum for Wales can offer. A series of short essays/thought pieces outlining what the vision for languages and multilingualism is in Wales within the framework of the new curriculum are available to access via the British Council Wales' Language Trends 2020 – 'The Conversation' website page, which includes contributions from Global futures Steering Group members, Professor Claire Gorrara, Meleri Jenkins, Lucy Jenkins, Helen Phillips and Anna Vivian Jones.

Routes into languages Cymru - Meleri Jenkins (MJ) updated the group on Routes Cymru activity, including the good progress being made on the the Primary Toolkit, which will be rolled out in September 2021. The Toolkit will provide Primary schools with the tools and ideas they need to introduce international languages, as set out in the new curriculum and demonstrate how international languages might be taught alongside Welsh and English. MJ confirmed that work on the bilingual Governors' Toolkit is complete. MJ also confirmed that the online Pupil Language Ambassador

Scheme has been officially launched and includes pre-recorded sessions. She thanked the language institutes for their contributions in producing training materials.

Cardiff University – ~~The MFL Student Mentoring Scheme 2020-2021 quarterly update report together with a condensed update and an infographic, were circulated to members ahead of the meeting.~~ Tallulah Machin (TM) gave headline updates on the progress of each of the three streams of activity relating to the MFL Student Mentoring Scheme 2020-2021 for the previous quarter namely, the Year 8/9 Online Mentoring Programme, the Teacher Resources and School Support Programme and the Post-16 Languages Recovery Project. A total of 62 schools were engaged for online mentoring in the first semester, of which 24 were schools new to the scheme. TM noted that 14 schools in geographically difficult to reach areas had benefitted hugely from the online experience. Over 120 mentors successfully completed training and optional accreditation for mentors has been established through Agored Cymru. TH noted that the programme is looking to enlist additional schools next term. A total of 66 schools have been engaged in the Teacher Resources strand of the programme. All resources are being produced bilingually and are successfully providing blended learning opportunities in addition to developing teacher and learner digital competence. The Post-16 Languages Recovery Project strand ran 5 weeks of events, which included a diverse range of opportunities such as Nepali and Arabic taster sessions and speaking classes for French, Spanish and German and which culminated in a successful two-day conference in December. Over the five-week programme there were 235 instances of attendance.

UCML Letter of Concern to UK Minister for Education on Erasmus+

Professor Claire Gorrara notified members that a letter of concern has been sent from the University Council of Modern Languages (UCML), of which she is Chair, to the Minister for Education, Gavin Williamson, in response to the decision for the UK to withdraw from Erasmus+ and replace it with the Turing Scheme. UCML is concerned that the Turing Scheme is non-reciprocal, does not extend to staff mobility and is funded on an annual rather than multi-annual basis, concerns shared by colleagues across the education sector. The letter urges the UK government to reconsider its position and ensure that the Turing scheme offers the same or increased global opportunities compared to the Erasmus+ programme. The letter has been co-signed by bodies and learned societies from across the Arts, Humanities, Social Sciences, and STEM. <https://university-council-modern-languages.org/2021/01/14/ucml-writes-to-uk-minister-for-education-on-erasmus/>

Collaboration with the University of Ulster

CG notified the group that the University of Ulster is interested to collaborate on a Years 7/8 multilingual language awareness module, which has been piloted in Ireland.

4. Models of support for the new curriculum

GP asked whether schools had been requesting any specific types of support, (whole school planning, transition between primary and secondary etc.), ahead

of the new curriculum and whether schools had highlighted any gaps in provision of which Welsh Government colleagues will need to be aware.

AVJ emphasised the importance of an organic and phased approach to learning at a whole school level, as reflected in the Welsh Government's guidance which, as an important first step, seeks to secure an understanding of the linguistic landscape. AVJ added that from there, schools can begin to identify what they will require in terms of the context, content and pedagogy for learning. SH agreed that such an approach will help schools reflect on what they already have and what skills they will need. SH noted in this connection that work with Senior Leaders was on track and work with Middle Leaders in progress at EAS. AVJ added that discussion is being encouraged in schools in ERW around the vision of the four purposes and that practitioners will need to think of learning in a completely different way and so structure their teaching that it links back to the four purposes, which should be the starting point and aspiration for schools' curriculum design.

SEW noted that the shift away from the current thematic approach will need a lot of discussion and review. She added that the shift to the four purposes in 2022 is the starting point and that schools should not feel unduly panicked if things don't go exactly to plan at the outset. Ensuring that Lead Schools are equipped with skills and pedagogy should help things start to fall into place. JP agreed and added that schools' preparedness for the new curriculum is still very much a work in progress, given current circumstances. She added that the group's feedback was most welcome in helping gauge how best to approach schools during these unprecedented times. CF confirmed that a lot of work has already been undertaken in schools in preparation for the new curriculum and the fact that the Welsh Government is not pushing the new curriculum agenda at this juncture is appreciated because schools are under much pressure at the moment with Covid related matters, including the monitoring of vulnerable learners etc.

5. Next steps and any other business

- GD confirmed that the next online meeting of the *Global Futures* Steering Group will be held in May/early June (exact day and date to be confirmed). ~~from 10:30a.m. – 12:30p.m.~~ GD thanked the group and closed the meeting.