

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 12 October 2017

Meeting time: 09.15

For further information contact:

Llinos Madeley

Committee Clerk

0300 200 6565

SeneddCYPE@assembly.wales

Private Pre-meeting

(09:15 – 09:30)

1 Introductions, apologies, substitutions and declarations of interest

(09:30)

2 Additional Learning Needs and Education Tribunal (Wales) Bill – stage 2 proceedings

(09:30 – 12:00)

Alun Davies AM – Minister for Lifelong Learning and Welsh Language

Emma Williams – Senior Responsible Officer

Tania Nicholson – Head of Additional Learning Needs Legislative Programme

Mair Roberts – Legal Services Department

Catherine Lloyd – Legal Services Department

Documents relevant to Stage 2 proceedings are available on the [Bill page](#).



3 Paper(s) to note

3.1 Letter from the Llwydd – Senedd@Delyn

(Pages 1 – 2)

Attached Documents:

CYPE(5)-27-17 – Paper 1 – to note

3.2 Letter from the Cabinet Secretary for Education – Inquiry into Teacher's Professional Learning and Education

(Pages 3 – 5)

Attached Documents:

CYPE(5)-27-17 – Paper 2 – to note

3.3 Letter from the Cabinet Secretary for Health, Well-being and Sport – Inquiry into the Emotional and Mental Health of Children and Young People

(Pages 6 – 7)

Attached Documents:

CYPE(5)-27-17 – Paper 3 – to note

3.4 Letter to the Cabinet Secretary for Education – Learner Travel

(Page 8)

Attached Documents:

CYPE(5)-27-17 – Paper 4 – to note

3.5 Letter to the Llwydd and Chair of Business Committee – Legislative Consent: Financial Guidance and Claims Bill

(Page 9)

Attached Documents:

CYPE(5)-27-17 – Paper 5 – to note

- 4 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the meeting for the remainder of the meeting.**

Break

(12:00 – 12:10)

- 5 Inquiry into Teachers' Professional Learning and Education –
Consideration of key issues**

(12:10 – 12:40)

(Pages 10 – 35)

Attached Documents:

CYPE(5)-27-17 – Private Paper 6

- 6 Update on the Forward Work Programme**

(12:40 – 12:50)

(Pages 36 – 40)

Attached Documents:

CYPE(5)-27-17 – Private Paper 7

- 7 Discuss the response to the general scrutiny session with Cabinet Secretary for Communities and Children**

(12:50 – 13:00)

(Pages 41 – 43)

Attached Documents:

CYPE(5)-27-17 – Private Paper 8



Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

Agenda Item 3.1

Committee Chairs
National Assembly for Wales
Cardiff Bay
CF99 1NA

Your ref:
Our ref: EJ/GH

28 September 2017

Dear Committee Chair

Over the past two years the Senedd@ initiative has seen us taking the work of the Assembly to the people of Wales. To date we have taken the initiative to Wrexham, Swansea and Newport. We chose these locations because voter turnout in these areas was particularly low in the 2011 and 2016 Assembly elections.

Senedd@Wrexham, Senedd@Swansea and Senedd@Newport saw a comprehensive programme of events, visits and workshops which directly engaged thousands of people in the Assembly's work. We also established new working relationships with key local organisations and local media. To maintain the momentum generated by our visits to these towns, and building on the lessons we learned, I am eager to deliver another Senedd@ event during the week commencing 13 November 2017. The constituency of Delyn has been chosen as the location of the next Senedd@ initiative.

One key findings of the evaluations of previous Senedd@ initiatives was the need to enable committees to consider their potential involvement earlier in the planning process. Therefore, I am inviting any suggestions your committee may have about how you may wish to get involved in Senedd@Delyn.

In previous Senedd@ initiatives, committees have held formal meetings in community locations and taken the opportunity to encourage people to participate in their work. Senedd@Delyn will present a fantastic opportunity for your committee to raise its profile and engage with many local organisations and media.

Cynulliad Cenedlaethol Cymru

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Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

Should you require any further information, please contact Geraint Huxtable on **0300 200 6277** or via email: Geraint.Huxtable@Assembly.Wales

Thank you in advance for your co-operation.

Yours sincerely

Elin Jones AM
Llywydd

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref MA - P-KW-3331-17

Lynne Neagle AM
Chair of Children, Young People and Education Committee

2 October 2017

Dear Lynne,

Thank you for your letter of 20 September.

On behalf of the Children, Young People and Education (CYPE) Committee you have requested additional information in relation to the role of the Education Workforce Council and the new professional standards for teaching and leadership, to inform the Committee's considerations.

Education Workforce Council function

In your letter you refer to the Cabinet decision on 6 July 2015 to move in the direction of enhancing the Education Workforce Council's (EWC) powers. The paper set out one option for the strategic direction of travel the Welsh Government might have taken in relation to the future role of the EWC. This also included the development of a professional learning passport (PLP) and the establishment of a new teacher education accreditation panel within the EWC.

As the Committee will be aware, the EWC is still a fairly new body which has seen more than a doubling in the number of registrants since it was established in 2015. In addition, the EWC has been awarded the initial teacher education (ITE) accreditation function and responsibility for the PLP. These are both important areas of work that expand the role of the EWC and also introduce the EWC to new areas of work that will require a capacity and expertise that differs from the old General Teaching Council of Wales.

To date, the wider education workforce for whom the EWC have responsibility for registering, have not made any representations to me for the EWC to take on any additional functions.

As such, it is important that the reconfigured body (EWC) is given the appropriate time to 'bed in' and focus on their existing core functions, in order to contribute to the development of our education mission.

Bae Caerdydd • Cardiff Bay
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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

In developing the new professional standards for teaching and leadership, I insisted that the model was shared more widely. There has been an unprecedented level of involvement of the sector over the last 18 months to develop and test the standards, which has included workshops, consortia events, trialing of the draft standards by practitioners in schools, as well as the formal consultation. The EWC has played an important part in the development of the professional standards and, together with Estyn and the workforce unions, have been involved throughout the process. This is the partnership approach I want to see and encourage, not just having one body taking overall control.

Rest assured, I will approach the EWC if and when I require them to undertake additional functions.

Professional standards for teaching and leadership

The new standards model replaces 55 standards with five key standards and this has been widely welcomed by the sector. The standards concentrate on the essential elements of every teacher's work – pedagogy, collaboration, leadership, innovation and professional learning. Descriptors sit beneath each standard and exemplify how it could apply to a teacher's work depending on where that teacher is in terms of their role and career. Serving teachers and school leaders can explore the descriptors in a developmental way in the pursuit of career-long professional learning.

Teaching is a complex and challenging profession and practitioners have been key to the development of the descriptors which reflect the building blocks of effective teaching.

I now turn to the implementation of the new standards, and in particular, to the Committee's perception of a 'gap' between the vision and the delivery mechanisms. The joint-working approach to develop the standards and outlined above, is echoed in the implementation phase and the mechanisms that have been put in place to ensure that the whole sector is ready to engage with the standards.

Implementation activity

The introduction of the new standards does not fundamentally change the role of those involved with the induction of NQTs. Mentors continue to provide day-to-day support to the NQT and work with colleagues to ensure the NQTs receive high-quality mentoring and supervision throughout the induction period.

Officials have been working with consortium induction co-ordinators since March to ensure mentors were prepared, and have appropriate resources, to use the new standards with NQTs from 1 September 2017. Each consortium has received additional funding of £20k to support their role in the implementation of the standards.

Induction mentors and consortia were invited to an all-day workshop in March, led by Professor Mick Waters, at which the draft standards and mentors' role was explored and schools trialing the standards shared their experiences and provided feedback.

Consortia training of mentors continued during the summer term and the final standards descriptors were published June. In July, a briefing was sent to every school and consortia to update them on progress, raise awareness of the new standards and reiterate the timetable for implementation.

Revised induction guidance incorporating the new standards was developed by officials working with consortia and published in the summer term.

Officials worked with representatives from the ITE sector and the Universities and Schools Council for the Education of Teachers (USCET) to ensure that changes in accreditation criteria are aligned with the new standards and to raise awareness of the new standards amongst NQTs starting induction this September.

Finally, the standards were presented in a more user-friendly online format on 1 September, and also made available for practitioners to use via the PLP.

Implementation timescale

I recognise that an immediate, whole scale move to the new standards by the entire teaching workforce would not be realistic and that is why I have given serving teachers and leaders a year to transition to the new standards before it becomes mandatory for them from September 2018.

For ITE, the new standards will be adopted in September 2019, following a transition year to ensure continuity. This timescale has been agreed with USCET.

I would like to assure the CYPE Committee that the Welsh Government has every confidence in the education workforce continuing to work collaboratively and effectively with the new standards. I hope that the information offered here provides the assurance that the Committee is seeking.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA(P)VG/3145/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay
CF99 1NA

2 October 2017

Dear Lynne,

Thank you for your letter of 8 September regarding your inquiry into the emotional and mental health of children and young people. In relation to the questions you raise I have the following observations.

As you know the NHS is leading the Together for Children and Young People Programme with the close involvement of Welsh Government officials, but we do not manage the programme. I understand the Programme Board has recently agreed that the Programme should run until the end of 2018-19. Towards the end of this period I would expect the Programme Board to consider what, if any, legacy arrangements are required to ensure improvements are fully embedded and sustainable across organisations work.

In relation to your second question about responsibility for CAMHS, as you know NHS services fall within my portfolio of responsibilities. However, the Minister for Social Services and Public Health also has an interest given her remit for autism. More generally any professional or agency which comes into contact with children has a role in contributing to their emotional and mental well-being. This is why the Welsh Government is fully committed to the principles of the United Nations Convention on the Rights of the Child. In this respect, the Cabinet Secretary for Education has responsibility for promoting emotional health and well-being in school settings, through curriculum reform, school counselling and pastoral care, educational psychology and additional learning needs. You will be aware the Cabinet Secretary for Education and I have recently announced a joint initiative to pilot how we can strengthen mental health and well-being in schools backed with £1.4m new funding.

Additionally, the Minister for Lifelong Learning and Welsh Language has responsibility for Youth Work Policy and youth services, which encourage young people to reach their full potential. Whilst the Cabinet Secretary for Children and Communities has responsibility for ensuring children, their needs and their rights are placed at the heart of policy development and service delivery, and has a specific role in relation to the needs of children in specific circumstances such as looked after children and gypsies, travellers and asylum-seekers.

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

In terms of managing these responsibilities across portfolios, I have regular discussions with my Cabinet and ministerial colleagues, both formally and informally on issues which cut across our remits. Our officials also maintain a regular dialogue and a number of fora exist to share knowledge and inform policy development.

Yours sincerely,

A handwritten signature in black ink that reads "Vaughan Gething". The signature is written in a cursive, flowing style.

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport

Cynulliad Cenedlaethol Cymru
The Welsh Parliament / Senedd Cymru
Agenda Item 3.4

National Assembly for Wales
Children, Young People and Education Committee

Ken Skates AM
Cabinet Secretary for Economy and Infrastructure

03 October 2017

Dear Ken,

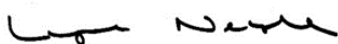
Learner Travel

Thank you for your response of 28 July to my letter relating to learner travel in Wales. In your response you referred to work your department has undertaken to review the arrangements and guidance in place. The Committee would be grateful to receive further detail about the review work undertaken in June 2016 regarding local authorities' risk assessments for walking routes to school and the further surveys in summer 2017. The Committee is interested in how this contributed to your conclusion that all local authorities are complying with their duties under the Learner Travel (Wales) Measure 2008.

The Committee would also like to have more information about the review officials are planning in light of the Additional Learning Needs and Education Tribunal (Wales) Bill.

As my original letter relating to learner travel was sent to the Children's Commissioner for Wales, NAHT and WLGA, I have sent a copy of this letter to them for information.

Yours sincerely,



Lynne Neagle AC / AM
Cadeirydd / Chair



Elin Jones AM
Llywydd and Chair of the Business Committee, National
Assembly for Wales

03 October 2017

Dear Elin,

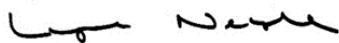
Legislative Consent: Financial Guidance and Claims Bill

As you will be aware, the Children, Young People and Education Committee has been asked to report on the Legislative Consent Memorandum (LCM) relating to the UK Government's Financial Guidance and Claims Bill.

The Committee considered the LCM and published its **report** earlier today. As part of its conclusions, it highlighted the need for further consideration to be given to the length of time allocated for committees to scrutinise LCMs. Given the Business Committee's role in the process of referring LCMs and agreeing deadlines by which committees should report, I wanted to draw the relevant passage of the report to your attention:

The [CYPE] Committee notes that, while the Bill has not reached consideration in the second House yet, Members have been asked to report on this LCM within a window of 4 working weeks. In future, if Bills on introduction require an LCM, the Committee would welcome a longer window to enable scrutiny of provisions which would otherwise be subject to an extensive four-stage Bill process at the Assembly.

Yours sincerely



Lynne Neagle AC / AM
Cadeirydd / Chair



Agenda Item 5

By virtue of paragraph(s) vi of Standing Order 17.42

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Agenda Item 6

By virtue of paragraph(s) vi of Standing Order 17.42

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