

CYPE(5)-28-20 - Paper to note 1

Y Ganolfan Integredig
Boulevard de Saint-Brieuc
Aberystwyth
Ceredigion
SY23 1PD



9 Tachwedd 2020

9 November 2020

Annwyl Aelod o'r Senedd,

Dear Member of the Senedd,

Diolch am y cyfle i gyflwyno tystiolaeth i'r Pwyllgor Plant, Pobl Ifanc ac Addysg am Fil y Cwricwlwm yn ddiweddar.

Thank you for the recent opportunity to submit evidence regarding the Curriculum and Assessment Bill to the Children, Young People and Education Committee.

Fel y gwyddoch, rydym wedi mynegi pryder gwirioneddol am eiriad problematig ym Mil y Cwricwlwm sy'n awgrymu bod lleoliadau blynyddoedd cynnar yn gallu cyflwyno'r Saesneg i 'raddau' gwahanol, cymal sy'n rhwym o gael ei ddehongli mewn ffyrdd allasai niweidio gofal plant ac addysg gynnar sy'n arddel y dull trochi trwy gyfrwng y Gymraeg.

As you know, we have expressed grave concern about the problematic wording of the Curriculum Bill, which suggests that early years settings could introduce English to different 'degrees'; a clause which is bound to be interpreted in ways which might prove damaging to childcare and early years settings promoting the Welsh-language immersion method.

Roeddem yn falch o weld ymatebion gan arbenigwyr addysg ac iaith i'r ymgynghoriad ar y Bil yn cytuno â ni bod angen ailedrych ar y cymal hwn i osgoi canlyniadau anfwriadol ac unrhyw gamargraff a allai danseilio dyheadau Llywodraeth Cymru i greu miliwn o siaradwyr Cymraeg erbyn 2050.

We were pleased to see that the responses of education and language experts to the Bill's consultation were in agreement with our own in stating that this clause needs to be revisited in order to avoid unintentional consequences, or any misconceptions, which could undermine the Welsh Government's aspiration to create a million Welsh speakers by 2050.

Cytunwn â Chomisiynydd y Gymraeg sy'n datgan fod 'cynnwys y Saesneg fel elfen fandadol yn tansilio addysg cyfrwng Cymraeg'. I ni, fel arbenigwyr y blynyddoedd cynnar, byddai agor drws i gyflwyno'r Saesneg mewn lleoliadau meithrin sy'n trochi yn golygu defnyddio'r iaith fel cyfrwng addysg – symudiad a fyddai'n tansilio y dull trochi sy'n strategaeth greiddiol i'r nod o greu siaradwyr Cymraeg.

We agree with the Welsh Language Commissioner's statement that 'including English as a mandatory element undermines Welsh-medium education'. In our view as early years specialists, if English is introduced within nursery settings using the immersion methodology then English will be used as a medium of education - a move which would undermine the immersion method strategy central to the acquisition of language.

Datganodd y Llywodraeth fod y cwricwlwm a'r Bil yn seiliedig ar adroddiadau arbenigwyr (Yr Athro Donaldson, Yr Athro Sioned Davies, Dr Elin Jones, er enghraifft). Fodd bynnag ni gafwyd tystiolaeth gan yr arbenigwyr a gomisiynwyd gan y

The Government stated that the curriculum and the Bill were based on specialists' reports (for example, Prof. Donaldson, Prof. Sioned Davies, Dr Elin Jones). However, no evidence presented by those specialists commissioned by the Government, nor

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Llywodraeth na chan y sawl a ymatebodd i'r ymgynghoriad ar y Cwricwlwm llynedd yn argymhell gwneud y Saesneg yn elfen fandadol yn y cwricwlwm.

Pryderwn, fel Undeb Athrawon Cenedlaethol Cymru, fod y Bil yn rhoi grym di-gynsail i benaethiaid a darparwyr addysg feithrin i wyrdroi iaith darpariaeth a all arwain at anghysonderau di-ri. Ymhellach, gallai'r newid danseilio grym strategol Cynlluniau Strategol y Gymraeg mewn Addysg (CSGAu) wedi buddsoddiadau ac ymdrechion gan Lywodraeth Cymru i gryfhau'r system honno.

Credwn fod consensws glir gan ymarferwyr ac arbenigwyr yn ystod yr ymgynghoriad ar Fil y Cwricwlwm y dylid datgymhwyso'r Saesneg fel elfen fandadol ar flaen y Bil. Ystyriwn y pwynt yma'n flaenoriaeth er mwyn osgoi'r dryswch niweidiol pe bai'r Bil yn parhau yn ei ffurf bresennol. Ni fyddai dileu'r Saesneg yn effeithio ar addysg cyfrwng Saesneg, ond yn cydnabod bod angen cynllunio bwriadol ar bob lefel i brif-ffrydio a chynyddu addysg cyfrwng Cymraeg. Nid yw'n dderbyniol bod rhaid i ddarpariaeth drochi hyd at 7 oed ofyn am gamau pellach i amrywio a bod yn eithriad o'r norm; yn hytrach, dylai'r Bil fod yn gerbyd i'r weledigaeth o 'gyflwyno'r Gymraeg yn gynnar i bob plentyn...system addysg sy'n rhoi sgiliau Cymraeg i bawb...' (Cymraeg 2050: Miliwn o Siaradwyr, t.7).

Mae'n gwbl glir bod angen darparu cefnogaeth arbennig ar gyfer addysgu cyfrwng Cymraeg drwy ei chynnwys fel elfen fandadol. Yn wir, argymhellodd Yr Athro Donaldson y dylai'r Gymraeg barhau fel elfen fandadol yn ei adroddiad sy'n sail i'r newidiadau i'r cwricwlwm. Ein nod fel Mudiad Meithrin yw sicrhau dilyniant addysg Gymraeg o'r blynyddoedd cynnar i ysgolion cyfrwng Cymraeg a sicrhau dinasyddion a gweithlu dwyieithog, felly byddai gosod y Gymraeg fel elfen fandadol yn gosod cynsail ar ddarparwyr addysg i ddatblygu sgiliau Cymraeg disgyblion ar draws y cwricwlwm.

Er gwaethaf y newid agweddau amlwg yng Nghymru tuag at y Gymraeg, nid ar chwarae bach mae mynd ati i gynllunio, hwyluso a darparu arlwy cyfrwng Cymraeg yn y blynyddoedd cynnar.

any evidence submitted to last year's consultation on the Curriculum recommended making English a mandatory element of the curriculum.

We, as Undeb Athrawon Cenedlaethol Cymru, are concerned that the Bill gives unprecedented power to headteachers and providers of nursery education to subvert a provision's language, which may lead to innumerable inconsistencies. Furthermore, the change may undermine the strategic power of the Welsh in Education Strategic Plans (WESPs) following investments and effort by the Welsh Government to strengthen the system.

During the consultation on the Curriculum Bill, practitioners and specialists clearly expressed that English should be disappplied as a mandatory element on the face of the Bill. We consider this a priority in order to avoid harmful confusion should the Bill continue in its present form. Removing English would not affect English-medium education but would be an acknowledgement that intentional planning is needed on all levels to mainstream and increase Welsh-medium education. It is unacceptable that those providing immersion up to the age of 7 will need to ask to be an exception or request to vary from the norm; rather, the Bill should be a vehicle for the vision of 'early introduction to Welsh... an education system that provides Welsh skills to all...' (Cymraeg 2050: A Million Speakers, p.7).

Welsh-medium education needs to be intentionally supported and so it makes sense for Welsh to be mandatory in the Bill. Indeed, Professor Donaldson recommended in the report that formed the basis for the changes to the curriculum that the Welsh language should continue to be a mandatory element. Mudiad Meithrin's aim is to promote progression from Welsh-medium early education to Welsh-medium schools, and to ensure a bilingual workforce and bilingual citizens; so making Welsh a mandatory element places a precedent on education providers to develop pupils' Welsh language skills across the curriculum.

Despite the obvious change in attitude in Wales towards the Welsh language, it is no small feat to plan, facilitate and deliver the provision of Welsh medium education in the early years.

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Mae gan Lywodraeth Cymru strategaeth uchelgeisiol a chanmoladwy i greu miliwn o siaradwyr Cymraeg erbyn 2050.

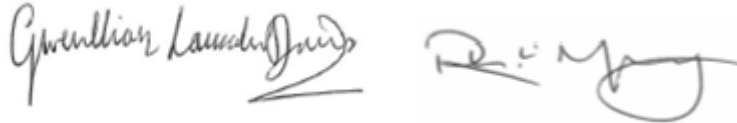
Erfyniwn arnoch fel aelod o'r Pwyllgor i argymhell y newidiadau a amlinellwyd uchod rhag tanseilio'r gwaith rhagorol a gyflawnwyd eisoes.

Yr eiddoch yn gywir,

The Welsh Government has an ambitious and laudable strategy to create a million Welsh speakers by 2050.

We urge you as a member of the committee to recommend the changes outlined above, and thereby avoiding undermining the excellent work already carried out.

Yours sincerely,



Dr Gwennllian Lansdown Davies, Prif Weithredwr *Chief Executive*

Dr Rhodri Llwyd Morgan, Cadeirydd *Chair*

Mudiad Meithrin

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