

Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chweched Senedd](#)

This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)

CYPE SP 39

Ymateb gan: Hayden Llewellyn, Prif Weithredwr, Cyngor y Gweithlu Addysg

Response from: Hayden Llewellyn, Chief Executive, The Education Workforce Council (EWC)

Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chweched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

Trosolwg | Over view

Mae Cyngor y Gweithlu Addysg (CGA) yn rheoleiddiwr annibynnol, a sefydlwyd gan Ddeddf Addysg (Cymru) 2014. Rydym yn gweithio gyda gweithwyr proffesiynol addysg, mewn rolau addysgu a chymorth, o'r cyfnod sylfaen i addysg bellach, gwaith ieuencid a dysgu seiliedig ar waith.

O ystyried ein statws fel "cyngor gweithlu", mae'r materion rydym wedi'u nodi fel blaenoriaethau i'r Pwyllgor yn rhai sy'n ymwneud i raddau helaeth â'r gweithlu addysg. Fodd bynnag, rydym hefyd wedi amlygu rhai materion "system" ehangach sy'n effeithio ar y gweithlu ac y byddem hefyd yn gwahodd y Pwyllgor i'w hystyried.

Mewn perthynas â'r gweithlu, mae CGA, fel cyrff tebyg mewn gwledydd a phroffesiynau eraill, o'r farn y dylai Cymru geisio:

- Sicrhau bod pob dysgwr a pherson ifanc yn cael addysg o ansawdd uchel
- Recriwtio digon o weithwyr addysg proffesiynol o ansawdd uchel o ystod amrywiol o gefndiroedd sy'n cynrychioli dysgwyr, pobl ifanc a'r boblogaeth yng Nghymru
- Sicrhau cyflog, telerau ac amodau priodol i bob ymarferydd Addysg
- Sicrhau dysgu, cymorth a datblygiad proffesiynol o ansawdd uchel i bob ymarferydd addysg drwy gydol eu gyrfaeod



- Ceisio cadw ymarferwyr addysg o ansawdd uchel yn y proffesiwn
- Cynnal ymrwymiad i'r Gymraeg a diwylliant Cymru

Mae CGA yn rhoi pwyslais mawr ar ddatblygu polisi sy'n seiliedig ar dystiolaeth ac felly mae'r materion rydym yn gwahodd y Pwyllgor i'w hystyried yn seiliedig ar ein ffynonellau data cenedlaethol ein hunain a'n gwaith agos gydag ymarferwyr addysg (ein cofrestreion), cyflogwyr a rhanddeiliaid. Yn hyn o beth, hoffem sôn yn benodol am y canlynol:

- Y Gofrestr Ymarferwyr Addysg yng Nghymru yw'r gofrestr gyhoeddus fwyaf ar gyfer unrhyw broffesiwn yng Nghymru a'r ehangaf o'i math yn y byd, gyda bron 80,000 o ymarferwyr wedi'u cofrestru ar draws saith gwahanol grŵp yn y proffesiwn addysg. Dyma'r ffynhonnell fwyaf cynhwysfawr o wybodaeth am y gweithlu addysg yng Nghymru, ac mae data ar gael ar gyfer nodweddion megis oedran, rhyw, ethnigrwydd, cymwysterau, pynciau a'r iaith Gymraeg
- Bydd CGA yn cyhoeddi canlyniadau ail arolwg cenedlaethol gweithlu addysg Cymru ym mis Hydref 2021. Bydd hyn yn darparu gwybodaeth newydd a gwerthfawr am farn y gweithlu am faterion fel llwyth gwaith, lles, dysgu proffesiynol, effaith COVID-19 a gweithredu'r Cwricwlwm newydd

The Education Workforce Council (EWC) is an independent regulator, established by the Education (Wales) Act 2014. We work with education professionals, in teaching and support roles, from the foundation phase through to further education, youth work and work-based learning.

Given our status as a "workforce council", the matters we have identified as priorities for the Committee are largely ones that relate to the education workforce. However, we have also highlighted some broader "system" matters that have impacts for the workforce and which we would also invite the Committee to consider.

As regards the workforce, the EWC like similar bodies in other countries and professions maintains a view that Wales should seek to:

- Ensure all learners and young people receive a high quality education
- Recruit sufficient numbers of high quality education professionals from a diverse range of backgrounds that are representative of learners, young people and the population in Wales
- Ensure appropriate pay, terms and conditions for all education practitioners
- Ensure high quality professional learning, support and development for all education practitioners throughout their careers



- Seek to retain high quality education practitioners in the profession
- Maintain a commitment to the Welsh language and Welsh culture

The EWC places a high emphasis on evidence based policy development and therefore the matters we invite the Committee to consider are based on our own national data sources and our close work with education practitioners (our registrants), employers and stakeholders. In this regard, we wish to make particular mention of:

- The EWC's Register of Education Practitioners in Wales is the biggest public register of any profession in Wales and the widest of its kind in the world, with almost 80,000 practitioners registered across seven different groups within the education workforce. This provides the most comprehensive source of information on the education workforce in Wales, with data available on characteristics such as age, gender, ethnicity, qualifications, subjects and the Welsh language
- The EWC will publish the results of the second national education workforce survey in October 2021. This will provide valuable new intelligence on what the workforce thinks about matters such as workload, wellbeing, professional learning, the impact of COVID-19 and the implementation of the new Curriculum.

Thema 1: Addysg oedran ysgol | Theme 1: School-age education

Flexible provision

O ran materion ehangach, byddem yn gwahodd y Pwyllgor i ystyried y canlynol:

- Gweithredu'r Cwricwlwm newydd a'r Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) Newydd
- Effaith COVID-19 ar ddarpariaeth addysg, ymarferwyr a dysgwyr a sicrhau bod y system addysg yn codi'n gryfach o'r pandemig drwy ddysgu gwersi yn sgil y profiad. Dylai hyn gynnwys craffu a yw'r arian a fuddsoddwyd gan y llywodraeth at ddibenion adfer wedi'i wario'n dda ac wedi cael effaith
- Sicrhau bod gennym system addysg sy'n bodloni'r cynlluniau uchelgeisiol a nodwyd ar gyfer 2050 mewn perthynas â'r Gymraeg. Yn hyn o beth, gallai fod yn berthnasol i'r Pwyllgor edrych eto ar Strategaeth 2050 a gweld hefyd a yw'r arian a fuddsoddwyd hyd yma wedi cael effaith
- Y lluo o fentrau gan Lywodraeth Cymru yn ystod y blynyddoedd diwethaf a'r effaith ddilynol ar benaethiaid ac ymarferwyr o ran llwyth gwaith. Yn yr un modd, y



lefelau uchel a chynyddol o atebolrwydd sy'n bodoli ar gyfer penaethiaid ac ymarferwyr

- Priod gyfrifoldebau consortia addysg rhanbarthol ac awdurdodau lleol a'r gydberthynas rhyngddynt. Mae'n bwysig bod y cynnig sydd ar gael i wella ysgolion ar draws Cymru gyfan o ansawdd uchel a chyson

Yn fwy penodol, mewn perthynas â'r gweithlu:

- Archwilio'r lefelau uchel o lwyth gwaith a biwrocratiaeth y mae ymarferwyr addysg yn tynnu sylw atynt yn gyson. Mae arolygon cenedlaethol CGA o'r gweithlu addysg yn darparu sylfaen dystiolaeth gadarn yn hyn o beth
- Archwilio model cynaliadwy ar gyfer darpariaeth gyflenwi yng Nghymru. Rhaid i hyn gynnwys staff cymorth dysgu sy'n darparu gwasanaethau cyflenwi yn ogystal ag athrawon gan fod Cofrestr CGA yn dangos bod mwy o staff cymorth dysgu yn gweithio ar sail gyflenwi nag athrawon ysgol
- Sicrhau bod ymarferwyr addysg yn cael cymorth priodol ar gyfer eu hiechyd a'u lles
- Cydnabyddiaeth o nifer a phwysigrwydd staff cymorth dysgu i ddarpariaeth addysg yng Nghymru. Mae Cofrestr CGA yn dangos bod nifer uwch o staff cymorth dysgu ysgol nag sydd o athrawon ysgol yng Nghymru a bod y nifer yn parhau i gynyddu o flwyddyn i flwyddyn. Fodd bynnag, gwelwn nifer o anghysonderau i'r grŵp hwn o ymarferwyr o gymharu â'u cydweithwyr athrawon ysgol a staff cymorth mewn proffesiynau eraill fel gofal cymdeithasol, er enghraifft dim cymwysterau achrededig gofynnol i ymarfer, dysgu proffesiynol anghyson yn y swydd ac anghydraddoldeb yn y modd y cânt eu defnyddio o'u cymharu â'u gradd
- Adolygu darpariaeth dysgu proffesiynol ar gyfer ymarferwyr yng Nghymru (pob grŵp cofrestredig, nid athrawon ysgol yn unig) i sicrhau ei bod yn ddarpariaeth gyson, gydlynol a gyrfaol. Gallai hyn gynnwys adolygiad o'r arian a wariwyd hyd yma a'i effaith

Yn olaf, byddai CGA hefyd yn gwahodd y Pwyllgor i ystyried rhai materion sy'n benodol i'w gylch gwaith ei hun fel corff rheoleiddio proffesiynol, annibynnol:

- Mae nifer fach o ymarferwyr addysg yng Nghymru nad yw'n ofynnol yn ôl deddfwriaeth iddynt gofrestru gyda CGA, sydd yn ei dro yn cynrychioli risg diogelu sylweddol i ddysgwyr a phobl ifanc. Mae achos pennaeth ysgol annibynnol yng Ngogledd Cymru yn 2018-19 a gafodd gryn sylw yn arbennig o berthnasol, ynghyd â'r adolygiad dilynol gan Gomisiynydd Plant Cymru a'r Ymchwiliad Annibynnol i Gam-drin Plant yn Rhywiol (IICSA). Ymhlith y bylchau



presennol mae staff mewn ysgolion / colegau annibynnol, rhai staff mewn gwaith ieuenctid, dysgu oedolion a gofal plant / chwarae / y blynyddoedd cynnar. Mae'n werth nodi hefyd nad oes angen i ymarferwyr mewn addysg uwch gofrestru gyda CGA

- Er gwaethaf cytundeb y Cabinet yn 2015, ni roddodd y weinyddiaeth ddilynol gynlluniau ar waith i gryfhau'r proffesiynau addysg yng Nghymru drwy drosglwyddo perchnogaeth o'r safonau proffesiynol i CGA fel eu corff rheoleiddio. Mae perchnogaeth barhaus o'r safonau proffesiynol (y mae CGA yn rheoleiddio yn eu herbyn fel corff annibynnol, ond nid yw'n berchen arnynt) yn parhau'n afreolaidd iawn o'i gymharu â'r proffesiwn addysg mewn gwledydd eraill ac o'i gymharu â phroffesiynau eraill
- Nifer fach o faterion llywodraethu y mae Llywodraeth Cymru wedi dewis cadw perchnogaeth ohonynt, er gwaethaf y ffaith bod CGA yn annibynnol ar y llywodraeth ac yn cael ei gyllido drwy ffioedd cofrestru ymarferwyr, er enghraifft penodi aelodau bwrdd a fetu dros gyhoeddi cyngor

As regards broader matters, we would invite the Committee to consider the following:

- The implementation of the new Curriculum and the new Additional Learning Needs and Education Tribunal (Wales) Act
- The impact of COVID-19 on education provision, practitioners and learners and to ensure that the education system emerges stronger from the pandemic through learning lessons from the experience. This should include scrutinising whether money invested by the government for recovery has been well spent and has had an impact
- Ensure that we have an education system that meets the ambitious plans set out for 2050 in respect of the Welsh language. In this regard, it might be pertinent for the Committee to revisit the 2050 Strategy and also see whether money invested thus far has had an impact
- The proliferation of Welsh Government initiatives in recent years and the subsequent impact on headteachers and practitioners in terms of workload. Similarly, the high and increasing levels of accountability that exist for headteachers and practitioners
- The respective responsibilities of and the interrelationship between regional education consortia and local authorities. It is important that there is a high quality and consistent school improvement offer across the whole of Wales



More specifically, in respect of the workforce:

- Explore the high levels of workload and bureaucracy that education practitioners consistently highlight. EWC's national workforce surveys provide a strong evidence base in this regard
- Explore a sustainable model for supply provision in Wales. This must include learning support staff who deliver supply as well as teachers as the EWC's Register shows that more learning support staff work on a supply basis than school teachers
- Ensure education practitioners have appropriate support for their health and well-being
- A recognition of the number and importance of learning support staff to education provision in Wales. EWC's Register shows that school learning support staff exceed the number of school teachers in Wales and continue to increase year on year. However, we see a number of anomalies for this group of practitioners compared to their school teacher colleagues and support staff in other professions such as social care, for example no minimum accredited qualifications to practise, inconsistent in-service professional learning and inequities in deployment relative to their grade
- Review professional learning provision for practitioners in Wales (all registered groups, not just school teachers) to ensure that it is consistent, coherent and career long provision. This might include a review of money spent to date and its impact

Finally, the EWC would also invite the Committee to consider some matters that are specific to its own remit as a professional, independent, regulatory body:

- There are a small number of education practitioners in Wales that are not required to register with the EWC in legislation, which in turn represents a significant safeguarding risk to learners and young people. Of particular relevance is the well-publicised case of the headteacher of an independent school in North Wales in 2018-19, the subsequent review by the Children's Commissioner for Wales and the Independent Inquiry into Child Sexual Abuse (IICSA). Current gaps include staff in independent schools / colleges, some staff in youth work, adult learning and childcare / play / early years. It is also noteworthy that practitioners in higher education do not need to register with the EWC
- Despite Cabinet agreement in 2015, the subsequent administration did not implement plans to strengthen the education professions in Wales by passing ownership of the professional standards to the EWC as their regulatory body. The



continued ownership of the professional standards (which the EWC regulates against as an independent body, but does not own) remains highly irregular compared to the education profession in other countries and compared to other professions

- A small number of governance matters that the Welsh Government has chosen to retain ownership for, despite the fact that the EWC is independent of government and funded by practitioner registration fees, for example appointment of board members and a veto over the publication of advice.

Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education

Mae nifer o'r materion a nodir o dan thema 1 hefyd yn berthnasol mewn perthynas ag addysg bellach am fod darlithwyr AB, staff cymorth dysgu AB ac ymarferwyr dysgu seiliedig ar waith hefyd yn cofrestru gyda CGA. Yn ogystal â'r rhain, hoffem i'r Pwyllgor hefyd ystyried y canlynol:

- Hynt y Bil Addysg Drydyddol ac Ymchwil (Cymru) drwy'r Senedd, gan gynnwys ystyried pryderon a godwyd gan y sectorau AB ac AU
- Goblygiadau Brexit ar y sector AB a'r sector dysgu seiliedig ar waith
- Yr angen i barhau i fuddsoddi mewn dysgu, addysgu ac ymchwil yn ein colegau a'n prifysgolion i'w helpu i wneud y mwyaf o'u cyfraniad i'r economi leol a bywyd cenedlaethol a datblygu ymhellach fel canolfannau rhagoriaeth ryngwladol
- Mae tarfu ar raglenni cyfnewid dysgu rhyngwladol wedi bod yn ddifrifol oherwydd COVID-19 a'r penderfyniad i adael Cynllun Erasmus+ yr UE. Byddem yn gwahodd y Pwyllgor i fonitro llwyddiant cynlluniau Llywodraeth y DU a Llywodraeth Cymru sy'n dod yn eu lle yn y blynyddoedd i ddod

O dan thema 1, rydym yn sôn yn benodol am staff cymorth dysgu ysgol. Yn yr un modd, hoffem dynnu sylw'r Pwyllgor hefyd at y ffaith nad oes gan ymarferwyr mewn AB a dysgu seiliedig ar waith nifer o nodweddion sydd ar waith ar gyfer athrawon ysgol ac sy'n arferol mewn gwledydd a phroffesiynau eraill, er enghraifft cymwysterau achrededig gofynnol ar gyfer cofrestru, fframwaith cenedlaethol gyrfa gynnar, dysgu proffesiynol parhaus a ddatblygir ac a gyllidir yn genedlaethol, perchnogaeth o'u safonau proffesiynol eu hunain drwy eu corff rheoleiddio proffesiynol. Byddem yn gwahodd y Pwyllgor i ystyried yr anghysonderau hyn.



A number of the matters set out under theme 1 also apply in respect of further education as FE lecturers, FE learning support staff and work-based learning practitioners also register with the EWC. In addition to these, we would like the Committee to also consider the following:

- The passage of the Tertiary Education and Research (Wales) Bill through the Senedd, including consideration of concerns raised by the FE and HE sectors
- The implications of Brexit on the FE and work-based learning sectors
- The need to continue to invest in learning, teaching and research in our colleges and universities to help them maximise their contribution to the local economy and national life and develop further as centres of international excellence
- Disruption to international learning exchange programmes has been severe due to both COVID-19 and the decision to leave the EU Erasmus+ Scheme. We would invite the Committee to monitor the success of both the UK and Welsh Government replacement schemes in the coming years

Under theme 1, we make specific mention of school learning support staff. In the same manner, we would also like to highlight to the Committee that practitioners in FE and work-based learning do not have a number of features that are in place for school teachers and are normal in other countries and professions, for example minimum accredited qualifications for registration, a national early career framework, ongoing nationally developed and funded professional learning, ownership of one's professional standards through their professional, regulatory body. We would invite the Committee's consideration of these anomalies.

Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)

Fel y nodwyd uchod, rydym wedi canolbwyntio i raddau helaeth ar faterion yn ymwneud â'r gweithlu, ond byddem serch hynny'n gwahodd y Pwyllgor i roi ystyriaeth briodol i sut y gellir cefnogi ysgolion, colegau, darparwyr dysgu seiliedig ar waith a darparwyr gwaith ieuentid i'w helpu i ymateb i'r heriau emosiynol, iechyd meddwl a lles y mae llawer o ddysgwyr a phobl ifanc yn eu hwynebu. Mae'r rhain wedi cynyddu yn ystod y pandemig.

As stated above, we have focused largely on workforce matters, however we would invite the Committee to give due consideration to how schools, colleges, work-based



learning providers and youth work providers can be supported to help them meet the emotional, mental health and wellbeing challenges many learners and young people face. These have increased during the pandemic.

Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people

Yn ogystal â'r materion a drafodir uchod, byddem yn gwahodd y Pwyllgor i ystyried y canlynol:

- Sicrhau bod Strategaeth Gwaith Ieuentid Cymru yn cael ei gweithredu'n llawn a bod yr argymhellion yn y ddogfen "Mae'n bryd cyflawni dros bobl ifanc yng Nghymru: Sicrhau model cyflawni cynaliadwy ar gyfer gwasanaethau gwaith ieuentid yng Nghymru" yn cael eu gweithredu
- Bod Llywodraeth Cymru yn cryfhau'r Fframwaith Ymgysylltu a Datblygu Ieuentid yng Nghymru

In addition to the matters covered above, we would invite the Committee to consider the following:

- Ensure that the Youth Work Strategy for Wales is fully implemented and the recommendations in the document "Time to deliver for young people in Wales: Achieving a sustainable delivery model for youth work services in Wales" are actioned
- The Welsh Government strengthens the Youth Engagement and Progression Framework in Wales

