

Cyflwynwyd yr ymateb hwn i ymchwiliad y [Pwyllgor Plant, Pobl Ifanc ac Addysg i weithredu diwygiadau addysg](#)

This response was submitted to the [Children, Young People and Education Committee inquiry into Implementation of education reforms](#)

IER 20

Ymateb gan: PACEY Cymru

Response from: PACEY Cymru

Nodwch eich barn mewn perthynas â chylch gorchwyl yr ymchwiliad. | Record your views against the inquiry's terms of reference.

Implementation of the Curriculum for Wales in early years settings, primary schools and secondary schools:

General comments: PACEY Cymru are pleased to be supporting the delivery of training and information relating to the [curriculum for funded non-maintained nursery settings](#) and believe that the early years sector, in particular the non-maintained sector are already very familiar with the ethos of holistic delivery of a curriculum, and with supporting the holistic development of a child. This is a strength of the early years sector which was recognised within the report from Professor Donaldson. The sector, in particular those engaging with their umbrella organisations will be familiar and confident with the delivery of pedagogical practice and may be able to share best practice with other organisations.

It is heartening that the focus on experiential learning, and the pedagogy of the Foundation Phase is maintained and it is good to see that the value of play based learning in the early years, and the pedagogy of the Foundation Phase remains strong in the new curriculum, which settings seem to be embracing.

The Welsh dimension of the curriculum is welcomed by PACEY Cymru, valuing the importance of children exploring their culture, language and sense of belonging in their locality in Wales, however we know that there may be some work needed to ensure this does not become tokenistic, that it becomes embedded as second nature to the practice and provision.

PACEY Cymru Believe that positive attitudes towards the Welsh language are needed from the early days of being a parent and as previously mentioned PACEY Cymru also believe that the shift in focus by Welsh Government towards an Early Childhood Education and Care



visions and system needs to be considered as part of the wider curriculum reform in order to ensure it is fit for purpose for the future. This includes consideration of a consistent pathway through early education and care from ages 0-7 which would support a continuum of Welsh language development from birth upwards.

To enable this to happen there does need to be a continued investment in the sector to support the development of Welsh language skills to ensure we have confident practitioners and teachers who have the knowledge and understanding of how to support the development of Welsh language.

Professional Development: PACEY Cymru feel that continued access to current and up to date information, training and resources will be important for all practitioners as they embed the new curriculum within their practice. PACEY Cymru recognise that the Welsh Government Professional Learning Modules contributes to the professional development of the sector however further support and resources will support the success of implementation.

For the non-maintained sector PACEY Cymru believes that there should not be an assumption that settings will have an understanding of the new curriculum, in particular if they're not funded to provide early education. Therefore, Welsh Government should ensure settings have access to curriculum awareness training and information shared with the sector as a whole, which in turn will support children's transition into early education, and support settings to meet requirements within the National Minimum Standards for Regulated Childcare.

Assessment Arrangements:

PACEY Cymru have valued being involved in discussions throughout the process of co-constructing the curriculum for funded non-maintained nursery settings, to ensure the focus remains in line with the pedagogy and ethos of the Foundation Phase.

With this being published in the summer term PACEY Cymru would be keen to see supporting resources and training provided in order to ensure consistency and parity for all childcare providers.

The professional learning and other support settings are receiving to ensure effective implementation of the ALN system:



PACEY Cymru feel that access to nationally consistent training and resources is important to support childcare settings with effective implementation of the ALN system in Wales. We understand that the Welsh Government e-learning courses which introduce the ALN system and the ALN principles support this. However, in terms of local training, support, and expectations these can vary. PACEY Cymru have previously raised concerns with Welsh Government regarding different levels of expectations within local authorities in relation to the role of funded early education settings, and non-funded childcare settings within the local system for identifying and assessing ALN and decision making on interventions, as well as the levels of training that they should complete. PACEY Cymru worked with Cwlwm partners and Welsh Government to develop some frequently asked questions in the form of a Blog to help address inconsistencies. It would be timely to consider whether further national resources, training and information could be made available to illustrate good practice and support with a consistent approach across Wales and to ensure that training is accessible and inclusive for all childcare providers.

Additional comments:

PACEY Cymru predominantly support home-based childcare providers including childminders and nannies. The latest CIW statistics provided to us show that the majority of childminders work alone (approximately 84%). These are not currently funded to provide funded education so the changes will not have as significant impact on them than for those who are funded. They will still need to have an awareness given the curriculum links to the National Minimum Standards for Regulated Childcare in Wales and the requirement on them to understand and apply the principles. (Standard 7.10 NMS). As noted, we also need to be aware that a review and consultation of the NMS is taking place. We believe that the keener and more engaged members have a clearer understanding of what this means for them however the knowledge and confidence is likely to vary significantly.

With the significant and continued decline of childminders during the last 9 years, PACEY Cymru strongly believe that changes need to be made now to ensure childminders can provide funded education and that this should be prescribed clearly at a national level rather than through Local Authority discretion. This would then support engagement in training and CPD in coming months and would align with the implementation of the new curriculum.

We believe that this would ensure parity of opportunities across the sector, support sustainability of childminding settings and consideration of parental choice. This supports better outcomes for children through providing continuity of care that meets children's needs linked to well-being . PACEY Cymru understands the cost implications of using



childminders to provide funded services but believes that the outcomes for children should be central to any decisions made.

PACEY Cymru also believe that the shift in focus by Welsh Government towards an Early Childhood Education and Care vision and system needs to be considered as part of the wider curriculum reform in order to ensure it is fit for purpose for the future. This includes consideration of a consistent pathway through early education and care from ages 0-7, how the curriculum could be delivered in a wider range of high quality, accessible and flexible provision and a consistent approach to quality, workforce, regulation and inspection, and funding. All these elements will impact on the development of any reforms.

