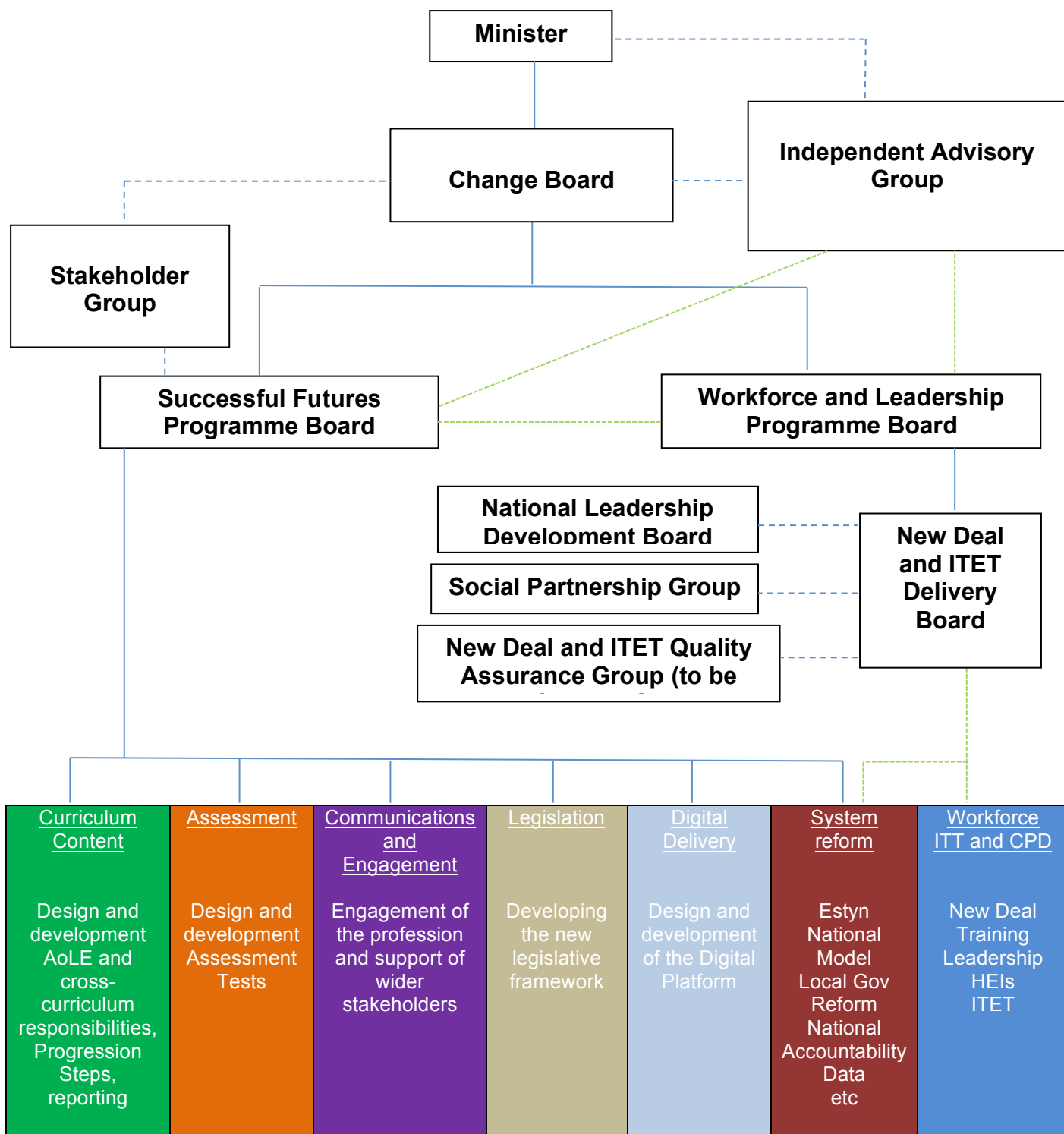


## Programme Management Structure



**From:** Zenny.Saunders@wales.gsi.gov.uk  
**Subject:** Strategic Stakeholder Group  
**Date:** 7 October 2015 at 14:59  
**To:** Zenny.Saunders@wales.gsi.gov.uk

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	<b>Name or organisation</b>
1	Steve Davies - <b>Chair</b> (new Group Director - School Standards & Workforce Group)
2	Graham Donaldson
3	Karen Cornish, WG
4	Consortia (a single representative for all)
5	WLGA
6	ADEW (a single representative)
7	Estyn
8	Children in Wales
9	Arts Council for Wales
10	Sports Wales
11	Careers Wales
12	Children's Commissioner for Wales
13	Equality and Human Rights Commission
14	Governors Wales
15	WJEC
16	NUS
17	National Training Federation for Wales
18	WASACRE
19	Faith communities forum
20	Society of Schools for Welsh Medium Education (CYDAG)
21	Gwyn Lewis
22	Welsh Language Commissioner
23	Co-operative College
24	Public Health Wales
25	Ministerial Advisor for Violence Against Women
26	Future Generations Commissioner
27	Welsh Government Entrepreneurship Panel
28	CSSIW

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16<sup>th</sup> November 2015

Dear Minister,

### **Re: Representation on the Strategic Stakeholder Group**

We have already expressed our concerns to your officials about the fact that the invitation to sit on this strategic group would be either on a rota basis or with three unions only to represent us and our members throughout this process. This is totally unacceptable to us as both a trade union group and individual sovereign trade unions. There is no valid justification for seeking to limit our representation and your decision to invite us in this way does not reflect the notion of social partnership that your Department claims to favour, nor does it allow for the whole of the Education workforce to be represented as this reform agenda develops. This approach is in stark contrast to the views of professor Donaldson himself, who was particularly keen that the unions should be fully involved in the development of the new curriculum.

As unions, we wish to engage fully with this process by representing the views of our members and using our wide ranging experiences within the education sector to contribute to this agenda. We cannot do so, however, when, as individual unions, we will be invited to one meeting - at most - of this strategic group during its first year. You have stated that the contribution of the profession to shaping the new curriculum will be paramount, yet, our contribution, as those representing support staff, teachers, lecturers, school leaders, is to be stifled and restricted.

We understand that a key role of the Group will be to "*Engage constructively with the Education and Public Services Department (EPS) and its delivery partners to advise on ways of working and approaches to design, development and realisation of the three key components of reform - Curriculum reform, Initial Teacher Education and Training reform and a New Deal for the professional development of the workforce.*"

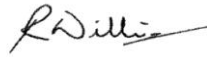
Whatever the other identified groups can offer within this strategic group, few, if any, will be able to express the views of those actually working in the sector, views which have so often in the past proved to be the most valid and insightful. Donaldson has made it clear that representation of the profession is crucial, "experience of major curriculum reform over many decades provides positive as well as negative examples and suggests that an effective change strategy should: establish engagement mechanisms designed to secure the active involvement of the teaching profession."

We reiterate our dissatisfaction with the nature of this invitation. We have no option but to inform you that unless all relevant trade unions representing the education workforce are invited to nominate a representative for the group then none of our unions will be attending the meetings.

Yours sincerely,



*Mike Payne*

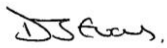


**Phillip Dixon, ATL**

**Mike Payne, GMB**

**Rob Williams, NAHT**

**Rex Phillips, NASUWT**



*Elaine Edwards*



**David Evans, NUT**

**Jane Lancaster, Prospect**

**Elaine Edwards, UCAC**

**Margaret Phelan, UCU**



*Nick Griffin*

**Jess Turner, UNISON**

**Liz Lewis, UNITE**

**Nick Griffin, Voice**



Tachwedd 16, 2015

Annwyl Weinidog,

### **Llythyr Cyd-undebol parthed Grŵp Rhanddeiliaid Diwygio'r Cwricwlwm**

Rydym yn barod wedi mynegi ein pryderon i'ch Swyddogion am y ffaith bod y gwahoddiad i eistedd ar y grŵp strategol ar sail rota neu gyda thri undeb yn unig i'n cynrychioli ni a'n haelodau. Mae hyn yn hollol annerbyniol i ni fel grŵp undebau llafur yn ogystal â fel undebau sofran / annibynnol. Does dim cyfiawnhad i'r penderfyniad i geisio cyfyngu ar ein cynrychiolaeth. Nid yw'r penderfyniad i'n gwahodd ni yn y modd yma yn adlewyrchu'r egwyddor o bartneriaeth gymdeithasol mae eich Adran yn honni i ffafrio. Nid yw ychwaith yn caniatáu i holl weithwyr y sector addysg gael eu cynrychioli wrth i'r agenda hwn ddatblygu. Mae'r ymdriniaeth hon yn mynd yn erbyn barn yr Athro Donaldson a fynegodd yn glir y dymuniad i sicrhau bod yr undebau yn rhan annatod o'r broses o ddatblygu'r cwricwlwm newydd.

Fel undebau, rydym yn dymuno gweithio'n agos gyda chi yn ystod y broses hon trwy gynrychioli barn ein haelodau a defnyddio'n amrywiaeth eang o brofiadau o fewn byd addysg i gyfrannu at yr agenda. Ond, ni allwn wneud hyn pan fyddwn fel undebau unigol yn derbyn gwahoddiad i un cyfarfod - ar y mwyaf - yn ystod blwyddyn gyntaf y grŵp strategol. Rydych wedi datgan bod cyfraniad y proffesiwn at greu'r cwricwlwm newydd yn allweddol, serch hynny, caiff ein cyfraniad, fel undebau sydd yn cynrychioli staff cynorthwyol, athrawon, darlithwyr ac arweinwyr ei gyfyngu a'i fygau.

Deallwn mai un rôl allweddol y grŵp fydd i: *"Ymgysylltu mewn ffordd adeiladol gyda'r Adran Addysg a Gwasanaethau Cyhoeddus a'i phartneriaid cyflenwi i roi cyngor ar ffyrdd o weithio a dulliau o gynllunio, datblygu a chyflawni'r tair elfen diwygio - sef y cwricwlwm, hyfforddiant ac addysg gychwynol athrawon a Bargaen Newydd i ddatblygu'r gweithlu yn broffesiynol."*

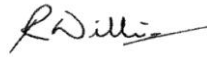
Beth bynnag all y grwpiau sydd wedi cael eu hadnabod fel aelodau o'r Grŵp Strategol gyfrannu, lleiafrif ohonynt gall fynegi barn y sawl sydd yn gweithio yn y sector - barn sydd wedi profi yn y gorffennol i fod y mwyaf perthnasol a mewnweledol. Mae'r Athro Donaldson wedi datgan yn glir bod cynrychiolaeth o farn y proffesiwn yn allweddol: *cafwyd nifer o enghreifftiau da o ddiwygio helaeth ar y cwricwlwm dros ddegawdau lawer yn ogystal ag enghreifftiau negyddol, ac mae'r rhain yn awgrymu y dylai strategaeth effeithiol ar gyfer newid fod yn un: sy'n sefydlu mecanweithiau ar gyfer ymgysylltu i sicrhau bod y proffesiwn addysgu'n cymryd rhan.*

Rydym yn ail-ddatgan ein hanfodlonrwydd gyda natur y gwahoddiad. Nid oes gennym opsiwn arall ond eich hysbysu os na fydd pob undeb llafur perthnasol sydd yn cynrychioli'r gweithlu addysg yn derbyn gwahoddiad i enwebu cynrychiolydd ar gyfer y grŵp, ni fydd un o'n hundebau'n mynychu'r cyfarfod.

Yn gywir,



*Mike Payne*

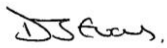


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**Liz Lewis, UNITE**

**Nick Griffin, Voice**

ITET Reform Timeline – work underway to address key recommendations in *Teaching Tomorrow's Teachers* (as at November 2015)

Engagement Dates	Exploring options for Primary UG Degree	Strategic Engagement Events HEI, Consortia, Schools																				
	Meeting with Prof Furlong 24 <sup>th</sup> November	1 <sup>st</sup> Summit 10 <sup>th</sup> Dec	2 <sup>nd</sup> Summit 12 <sup>th</sup> Jan																			
Timeline	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jul 16	Aug 16	Sept 2016 to Aug 2017			Sept 2017 to Aug 2018			Sept 2018					
											Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term						
Accreditation T&F Group Chaired by Professor Furlong	T&F Group meet 18 <sup>th</sup> Nov	T&F Group meet 16 <sup>th</sup> Dec	T&F Group meet 13 <sup>th</sup> Jan	Final T&F Group 17 <sup>th</sup> Feb	Task and Finish Group submit revised Accreditation Criteria																	
Revised Accreditation Criteria milestones			Revise and Refine Draft Accreditation Criteria following Strategic Engagement Events							Formal Consultation on reconceptualised Accreditation Criteria		Programme design & academic validation					Proposal for accreditation submitted to EWC against new Accreditation Criteria			New ITET programmes delivered to future teachers		
												New ITET Programmes marketed to prospective students										
EWC			Consultation Transfer of functions to EWC						Establishment of Teacher Education Accreditation Board and Recruitment of Board members													
Revised Teaching Standards (QTS)	Standards in prparations Consultation on standards										Final standards available											

## List of recommendations

**Recommendation 1.** That the Welsh Government, as a matter of priority, revises the Standards for Newly Qualified Teachers in line with the principles specified in Option 9.4

**Recommendation 2.** That the Welsh Government establishes a revised accreditation process for providers of initial teacher education as described in Option 9.4

**Recommendation 3:** That the Welsh Government establishes a 'Teacher Education Accreditation Board' within the Education Workforce Council for Wales

**Recommendation 4:** That the role of Estyn within initial teacher education be reviewed once a revised accreditation process is fully in place

**Recommendation 5:** That Estyn's 'Guidance for Inspection' for schools be revised to include specific recognition of the contribution of a school to initial teacher education

**Recommendation 6:** That the Primary BA (Hons) QTS in its current form be phased out and replaced by a four year degree with 50% of students' time spent in main subject departments

**Recommendation 7:** That the Welsh Government monitors closely the impact of financial incentives on recruitment, particularly taking into account different funding levels in comparison with those available in England.

**Recommendation 8:** That Wiserd Education be extended to include a pedagogical dimension linked to a network of five centres of pedagogical excellence across Wales.

**Recommendation 9:** That the Welsh Government agrees to resolve future provision of initial teacher education through a process of competitive tendering with the Teacher Education Accreditation Board making the final decision as to how many universities should become accredited providers.